

PERCEPTIONS OF ACADEMICS ON THEIR RESEARCH PERFORMANCE IN
RESEARCH UNIVERSITIES

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IN RESEARCH UNIVERSITIES**

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ABSTRACT

PERCEPTIONS OF ACADEMICS ON THEIR RESEARCH PERFORMANCE IN RESEARCH UNIVERSITIES

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In recent years, with innovations in universities and increased competition, the importance of research, one of the three missions of the university, has grown. Along with this increased importance, various developments and policies have been implemented to enhance the research performance of academics, who are vital vectors of universities. In this study, the purpose was to examine the perception of academics on their research performance in research universities and understand how it differs for the demographic and background characteristics of academics. The cross-sectional survey was the design of this study. Four research universities were chosen from Ankara, and data was collected from 100 academic staff members in these universities. Short Multidisciplinary Research Performance Questionnaire (SMRPQ) was used for data collection. The latest version of SPSS is used for descriptive and inferential statistical analyses. To support the findings, both closed and open-ended questions were asked. The results indicated that academics' perceptions of research performance were above average and mostly influenced by institutional and organizational factors. Additionally, the study found a slight

positive correlation between research performance and the year after obtaining a Ph.D. Furthermore, there was a significant interaction effect between gender and marital status on academics' perceptions of their research performance. These results suggest a need to invest mainly in the individual and institutional factors and provide insight into the academics' research performance for policymakers to develop alternative policies for research performance assessments.

Keywords: Research Performance, Higher Education, Academics, Research Performance Assessment



ÖZ

ARAŞTIRMA ÜNİVERSİTELERİNDE AKADEMİSYENLERİN ARAŞTIRMA PERFORMANSLARINA YÖNELİK ALGILARI

ÇAMALAN, Dilan

Yüksek Lisans, Eğitim Bilimleri, Eğitim Yönetimi ve Planlaması Bölümü

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Son yıllarda, üniversitelerdeki yenilikler ve artan rekabetle birlikte, üniversitenin üç misyonundan biri olan araştırmanın önemi artmıştır. Bu artan önemle birlikte, üniversitelerin hayati vektörleri olan akademisyenlerin araştırma performansını artırmak için çeşitli uygulamalar ve politikalar hayata geçirilmiştir. Bu çalışmanın amacı araştırma üniversitelerindeki akademisyenlerin araştırma performansına yönelik algılarını incelemek ve bu algının akademisyenlerin demografik özelliklerine ve deneyimlerine göre nasıl farklılaştığını anlamaktır. Bu çalışma kesitsel bir anket çalışmasıdır. Çalışma kapsamında Ankara'da bulunan dört araştırma üniversitesi seçilmiş ve bu üniversitelerde görev yapan 100 akademisyenden veri toplanmıştır. Veri toplama için Kısa Multidisipliner Araştırma Performansı Anketi (SMRPQ) kullanılmıştır. Betimsel ve çıkarımsal istatistik analizleri için SPSS'in en son sürümü kullanılmıştır. Bulguları desteklemek için hem kapalı hem de açık uçlu sorular sorulmuştur. Sonuçlar, akademisyenlerin araştırma performansı algılarının ortalamanın üzerinde olduğunu ve çoğunlukla bireysel ve kurumsal faktörlerden etkilendiğini göstermiştir. Ayrıca, araştırma performansı ile doktora alındıktan sonra geçen yıl arasında zayıf ve pozitif bir korelasyon bulunmuştur. Ek olarak, cinsiyet ve

medeni durumun akademisyenlerin araştırma performansı algıları üzerinde anlamlı bir etkileşim etkisi olduğu tespit edilmiştir. Bu sonuçlar, özellikle bireysel ve kurumsal faktörlere yatırım yapma ihtiyacını gösterdiği gibi politika yapıcılara da araştırma performansı değerlendirmelerinde alternatif politikalar geliştirmeleri için akademisyenlerin araştırma performansına dair bilgi vermiştir.

Anahtar Kelimeler: Araştırma Performansı, Yükseköğretim, Akademisyenler, Araştırma performansı değerlendirme





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LIST OF ABBREVIATIONS

SMRPQ	Short Multidisciplinary Research Performance Questionnaire
EFA	Exploratory Factor Analysis
ANOVA	Analysis of Variance
SPSS	Statistical Package for the Social Sciences
KMO	Kaiser-Mayer Olkin
M	Mean
SD	Standard Deviation
HEI	Higher Education Institution
SCI	Science Citation Index
SSCI	Social Sciences Citation Index
CoHE	Council of Higher Education
ARWU	Academic Ranking of World-class Universities
THE	Times Higher Education World University Rankings
URAP	University Ranking by Academic Performance

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

Universities aim to accomplish three missions: research, teaching, and community service (Etzkowitz, 2001). Scott (2006) defines teaching as an evolution to meet one of humanity's most basic social desires. In universities, teaching became a mission to meet the most fundamental desires of students. Fulfilling this social demand in universities oriented toward academics. On the other hand, community service transfers academic knowledge to society (Montesinos et al., 2008). Research, the third pillar of the mission of universities, is usually the most focused one and attracts the most attention because, for a knowledge-based society, universities must continue to pursue and develop innovative systems through research (Sánchez-Barrioluengo, 2014). Moreover, universities are being evaluated through research to determine their performance, which is then used for international and national rankings, impact assessment, promotions, and incentive distribution. In this context, one of the significant quests is how the research performance of universities is measured. Research performance is predominantly measured according to basic parameters like the commitment of the researchers, publication productivity, and indexes (Montesinos et al., 2008).

The world started to change quickly with the effect of technology and rapid renewal. This change has affected universities, academia, and every field, such as the economy and society. With the effect of globalization, universities became more integrated with social, economic, and cultural changes. Specific rankings are made for universities to prove they can keep up with this innovation and comply with specific standards. They need to compete to enter the indexes made worldwide or at the national level to increase demand and attractiveness. Universities set a goal that

includes selecting the best students and gathering the best academics to meet the demand (Olcay & Bulu, 2016). These rankings are made by ranking systems or indexes all over the world. Research performance is the primary and most important criterion of these rankings (Dill & Soo, 2005). The ranking systems are made globally or nationally. The most popular global ranking systems are the Academic Ranking of World-class Universities (ARWU) and Times Higher Education World University Rankings (THE), and the national ranking system in Türkiye is University Ranking by Academic Performance (URAP). Although global and national ranking systems differ in indicators utilized, they meet under a common roof when measuring research performance, quality of the research output, total citations, and the number of publications (Çakır et al., 2015). However, the lack of indicators regarding the quality of education and teaching-learning process and institutions mislead the measurement or give a one-way perspective to the ranking systems (Çakır et al., 2015). Additionally, such an approach in research performance evaluation is considered flawed due to the measurement itself being mostly quantity-oriented and the resulting problems not only for academics and institutions but also for research and science.

Universities develop different policies in order to keep up with these developments. These policies are constantly changing in order to exist in these indexes that are made regularly every year. Hence, this change in policies requires the faculty members to adjust constantly. At this point, research performance assessment has a role. Organizational culture as a group-level factor and trust, autonomy, fairness, workload, time pressures, job satisfaction, and lack of social support as a general-level factor can influence the research performance (Edgar & Geare, 2013). Fox (1983) suggests that in the literature, research performance may vary in terms of individual, environmental, reinforcement factors, and disciplinary expectations. Since the research performance may vary, some methods exist to measure it. Bibliometric analysis (number of publications and citation analysis) (Diem & Wolter, 2012) and peer review are the methods that are used in research performance assessment. Citation analysis, as part of bibliometric analysis, is one of the first approaches used for research performance assessment. Citation analysis calculates how many citations the articles receive (van Raan, 2014). Also, the number of

publications could be used for research performance (van Raan, 2005). However, a great number of publications – including rarely cited articles – show the inadequate part of the academic study (Neely, 2005). According to Sandström et al. (2005), the network affects how articles are cited, and researchers typically give priority to citing the works of other academics they are familiar with, which is a significant problem. Also, publications that already possess a significant number of citations or concentrate on specific methodologies tend to receive more frequent citations than other publications (MacRoberts & MacRoberts, 2018). Peer review is a broad phrase used to describe evaluation methods wherein the scholarly work of academics is assessed by fellow scholars, typically those affiliated with different institutions (Gillett, 1989). However, this approach is susceptible to bias because of the dependence of the outcomes on the choice of particular committee members (van Raan, 2014).

Global rankings of universities have emerged as a crucial element within higher education, captivating growing attention and exerting a remarkable influence across diverse stakeholder groups (Safón & Docampo, 2020). Rankings are disseminated to various audiences as instruments for evaluating the quality of universities. Nevertheless, despite the range of methodologies employed in their creation, in recent years, certain authors have revealed that rankings incorporate biases based on reputation, which may have little or no correlation with actual quality (Bastedo & Bowman, 2010). RAEs/REF are one of the most popular and progressive ranking systems. The Research Excellence Framework (REF) is an evaluation process that relies on peer review, aiming to assess the quality of research produced by universities and higher education institutes (HEIs) in the United Kingdom (Mryglod et al., 2015). In these assessment systems, research performance and the research output are evaluated using a scale (1-5). The criteria for the assessment are originality, significance, and rigor (Hamann, 2016). However, the REF proves to be a costly, time-intensive, and disruptive endeavor (Mryglod et al., 2015). Shortly, these assessments aim to provide insights into the impact, productivity, and significance of research outputs and inform funding decisions, policy-making, and strategic planning in the research landscape. However, they have some problems in terms of different perspectives.

Global competitiveness in knowledge production resulted in new policies for research in higher education settings (Tran et al., 2017). The universities' primary aim has been to conduct high-quality and academically acceptable research in this competitive environment (Besley & Peters, 2006). The correlation between globalization and the evaluation of university research performance is intricate and diverse. Globalization denotes the growing interconnectedness and interdependence among nations and societies globally, propelled by advancements in communication, transportation, and technology (Scholte, 2002). On the other hand, research performance assessment in universities entails the appraisal of the quality, impact, and productivity of research endeavors conducted within academic institutions. However, it is crucial to acknowledge that globalization introduces difficulties in assessing university research performance. Challenges arise due to factors like diverse research cultures, variations in evaluation criteria among countries, and language barriers, all of which can complicate the research evaluation process in a globalized setting (Rodionov et al., 2014). Moreover, the emphasis on international rankings and competitiveness may cause a narrow focus on specific metrics, potentially overlooking vital aspects of research quality and societal impact. Globalization brings opportunities to assess research performance in universities, too. It enables collaboration, resource access, and knowledge exchange, enhancing research performance. However, the complexities and potential pitfalls it introduces necessitate careful consideration when evaluating research activities within a globalized context.

In Türkiye, research performance assessment is mainly shaped by global trends. The regulations and policies established by the Council of Higher Education (CoHE) considerably impact the promotion criteria and associated considerations in Türkiye (Demir et al., 2017). HEIs in Türkiye are required to establish and uphold quality assurance systems to ensure the ongoing enhancement of their educational programs. This encompasses internal and external evaluation procedures, mechanisms for feedback, and initiatives aimed at improving quality (Demir et al., 2017). Accordingly, universities are urged to cultivate an environment that promotes research and scholarly pursuits. Institutions aspiring for an upgrade are required to exhibit their research productivity by engaging in activities such as publishing in

esteemed journals, presenting at conferences, and actively participating in research projects (Aydemir, 2019). For appointment, promotion, and incentivizing, the CoHE and HEIs utilize scoring systems, which rely on the publications in journals listed in certain citation indexes (Demir et al., 2017). Although academics also get scores from the number of citations of their publications, this does not mean that these publications are of high quality. The expression "publish or perish" is a widely used term in Türkiye. Publish or perish expression also characterizes the intense competition in academic professions, particularly within universities and research institutions (Van Dalen et al., 2012). It signifies the significant pressure exerted on scholars and faculty members to generate and publish research in respected scholarly journals consistently. The purpose behind this pressure is to uphold their academic reputation, secure funding opportunities, and progress in their careers (Aprile et al., 2021), which, in turn, contributes to the attractiveness, survival, and better standing of the HEIs in the rankings. On the other hand, such high demand and pressure for publication can result in heightened competition and stress within academic settings. Scholars often experience the need to dedicate long hours, compromise personal time, and prioritize quantity over quality when it comes to their research output (Eftekhari et al., 2021). Consequently, a mentality focused on prioritizing publication targets over conducting thorough and impactful research can emerge. Moreover, academics perceive pressure to focus on specific subjects while avoiding others. As a result, they feel constrained to pursue only popular research topics that are more likely to be accepted by journals and garner citations (Kondakci et al., 2021). Closely coupled with the problems in research agenda setting, the other most prevalent issue stemming from traditional research assessment is the tendency to prioritize high-citation impact journals over those most relevant for publication. In addition, due to the increasingly competitive nature of publishing and institutional prioritization of quantity over quality, too many low-quality and duplicate publications emerge in the literature. Thus, the pressure to publish produces subpar outputs, which can be argued to have minimal contribution to scientific research (Kondakci et al., 2021). The continuous requirement for academics to publish, inadequate research preparation, and limited time resulting in a lack of knowledge contribute to the diminished quality of these publications. For the universities to receive funding in the areas prioritized by the government, academics must publish in these areas very

quickly. Therefore, they may have no time to do high-quality research or determine their research agenda. This may create pressure on academics and decrease the credibility of the research output (Demir et al., 2017). All these problems also have individual-level repercussions, such as a decrease in job satisfaction and level of points such as creativity and future development, which are called the “motivators” and are supposed to increase job satisfaction. However, these problems decrease job satisfaction and remove the motivators (Toker, 2011). All these clearly suggest that research performance is not an individual matter but is influenced by institutional and national policies, practices, and conditions. Thus, an increase in research performance requires not only effective leadership but also the creation of a conducive culture and conditions in the environment. Moreover, given that research performance serves as a base for many critical decisions, including promotion and incentivization, an indicator of institutional quality for the rankings and reputation, and a magnet for talents (students and academic staff), understanding how it is perceived from the perspectives of the academics themselves has merit in our context. Moreover, a deeper understanding of the factors associated with greater research performance and impact has the potential to guide not only university administrators but also policymakers in their practices and policies to reach those ends.

Erdoğan (2018) stated that the CoHE made a mission differentiation to increase diversity in HE in 2016. The delayed actions resulted in both positive and negative outcomes. Decision criteria affecting the valuation process, such as what kind of mission Türkiye will undertake for science, technology, and development, its capacity and potential, and the level of performance according to the selection criteria, have not been shared with the public. It is observed that the age, capacity, and potential of the universities and scientific productivity are taken into account in the determination of these universities and that these indicators vary according to the universities. The aim of this mission is to improve research productivity and determine the research universities. While this mission differentiation created a great distrust in the selection of universities, it also created intense pressure on the faculty members working at the selected universities (Erdoğan, 2018). The need to increase the research focus and quality of the academics working at the designated

research universities has changed the research agenda of the academic staff (Erdoğmuş, 2018). Thus, in this study, research universities are the target as they are under the intense pressure of publication.

In this respect, the main aim of this research is to find the perception of academics on their research performance in the research universities of Ankara. While reaching the primary goal, this research also shows the differentiation between research performance and background variables of academics, such as gender, discipline, and title.

1.2. Purpose of the Study

In recent years, HEI and CoHE have been trying to make new policies to demonstrate institutions' and academics' quality and performance. These policies mold academics and influence the way they work, their research, and their mission. The purpose of the study is to examine academics' perceptions of their research performance in research universities and understand how it differs for the background variables of academics.

1.3. Significance of the Study

In the literature of Türkiye, existing studies (i.e., Turan et al., 2019; Kalaycı, 2009; Kart & Parlar, 2022) investigated the research performance of academics. However, there are not many studies on the self-assessment of academics about their research performance, which is the most crucial point within the body of constantly changing universities, such as research universities. There are studies about the working experience of academics in a performance-oriented university (Turan et al., 2019), methods used in the evaluation process of faculty members' teaching performance (Kalaycı, 2009), and academic motivation and publication performance of academics during the COVID-19 period (Kart & Parlar, 2022). However, Kart and Parlar's study revealed the results from a specific and uncommon period, which is the COVID-19 period. On the other hand, Turan et al.'s (2019) study revealed the results from one university perspective. Moreover, Kalaycı's study revealed the methods

used in the evaluation. In addition, Aydin (2017) conducted a study about the measurement of and factors affecting research performance. However, the current study differs from the existing ones regarding the perspective utilized. It aimed to explore the research performance from the academic staff's perspectives. In other words, different from the dominant approach in research performance assessment, in the current study, how academics perceive their research performance relative to their colleagues and identify the areas they have problems with were revealed from their perspectives. In addition, this study revealed data related to research performance in research universities. Moreover, different from the dominant approach used in performance evaluations made by quantitative indicators in social sciences (Ochsner et al., 2016), this study not only relied on quantitative but also qualitative indicators for evaluating academic performance.

Subsequently, within the scope of this study, the Turkish adaptation of a questionnaire that measures the quantity and quality-oriented research performance developed by Daumiller et al. (2019) was made. This survey is expected to be an excellent resource to guide academics who work in this field.

Furthermore, apart from documenting the research performances of academic staff in research universities, this study also explored how research performance perceptions of academics showed variation for gender, marital status, having children or not, academic titles, field of study, being involved in an international network or not, having a foreign Ph.D. or a local Ph.D., and administrative duty or not. These are the controversial areas regarding research performance as the assessment approaches primarily favor male academics with higher rankings and working in science-related fields (REF, 2012). Thus, research universities may benefit from the findings of this study to make or adjust relevant policies for higher research performance and job satisfaction, and they may support the research of academics by keeping them in line with the vision and mission of the institution.

Finally, this study focuses on the problems and enabling conditions that affect the research performance of academics, which are one of the most essential pillars of the academy. It provides insight into the factors influential in the research performance

of academics. Thus, the results yielded are expected to guide universities and administrators at the national level in providing academics with the necessary support and a favorable working environment. Apart from this, the findings are expected to be useful for universities in regulating and developing appointment, promotion, and incentivization systems.

1.4. Definition of Key Terms

Some terms require a better definition to understand this study's variables and intent.

Research performance: The notion of research performance encompasses two fundamental elements: research and performance. Research is regarded as a significant academic endeavor; all faculty members are expected to engage with it actively, and performance, however, is connected to the result that this procedure produces (Hedjazi & Behravan, 2011). Bazeley (2010) stated that performance related to research could be defined as the quality of a paper that allows knowledge gained through the research to be visible and passed on (performed) to others.

Impact: Harris (1990) defines impact as “the impact of a piece of research – its influence on related research activities (p. 74).” He also mentioned that the evaluation of a research's influence is determined by the quantity of citations it receives from other scholars.

McKenna and McKenna(2021) defines “research impact” as “benefit, effect or change on a variety of people and things, including the economy, society, culture, health or quality of life, as a result of the influence or action of implementing research findings (p. 1).”

CHAPTER 2

REVIEW OF THE LITERATURE

This chapter is divided into three sections: in the first one, existing research on research performance and research performance assessments in higher education institutions are presented; in the second one, the relevant literature on research performance and research performance assessments in Türkiye is put forward; and in the last one, a summary of the literature review is presented.

2.1. Research Performance

Research is a complicated social activity. It is performed by a large cast of performers in various settings and features a wide range of activities (Sugimoto & Larivière, 2018). The reputation, funding prospects, and overall societal influence of higher education institutions are significantly affected by the research performance of academics. Research performance consists of two main components: research and performance. The research component concerns a research activity that constitutes a base for performance. In contrast, the performance component refers to the visibility of what is learned during the research process and its implementation by others (Bazeley, 2010). Thus, the research component is related to the action process, while performance is related to the outcome of this process. Sugimoto and Larivière (2018) mentioned that three different measuring categories—input, output, and impact—are used to classify research activities. Thus, different indicators were used to understand different categories of research activities. Indicators of input are based on the investments and resources that support scientific endeavors. Common input indications include the number of scientists employed, their backgrounds, such as the qualifications of the individual conducting the scientific study, and other traits like institutions providing funding, the size and strength of scientific work, and the amount of money set aside for research. Output indicators, which often include

publications and patents, gauge the knowledge created due to that input. Impact indicators, on the other hand, track how academic activity affects society and the research community.

In the recent past, there have been significant trends in research performance. One notable trend is the substantial increase in scientific productivity and collaborative efforts. Scrivner et al. (2018) said that due to advancements in technology, improved access to information, and stronger collaboration networks, researchers and institutions across the globe are generating a substantial number of academic publications. Furthermore, the increase in interdisciplinary research has played a significant role in enabling this growth, as it brings together diverse disciplines to tackle intricate challenges and create groundbreaking solutions (Wuchty et al., 2007). In order to maintain a leading position in scientific advancements and effectively address society's complex challenges, researchers and institutions must continuously adapt and embrace these evolving trends. With these new trends, international collaboration and the circulation of research and researchers have increased. Due to this increase, the need for performance comparisons across fields, institutions, and individual researchers has arisen (Henrekson & Waldenström, 2011). In conclusion, conducting research performance evaluations appropriately is crucial for scientific success. This is because inaccurate assessments can lead to misguided decisions in funding research projects and recruiting academics. The process of securing funding may be prolonged, challenges may arise in the hiring process, and ultimately, it can result in a generally negative impact (Frittelli et al., 2015).

Current research measurements are based on concrete, standardizable, and quantifiable data. This approach is generally referred to as "scientometrics," encompassing methods for quantitatively collecting and analyzing data related to science, including the production and content of scholarly documents as well as the quantitative indicators of the impact of scholarly outputs (Sugimoto & Larivière, 2018). Therefore, input, output, and impact are considered a whole when discussing research performance.

Research performance is critical for institutions, individuals, and higher education systems to be global players. Through research performance, it is possible to

minimize the rewarding effects of ingrained institutional privileges and high reputations by encouraging institutions to seek out the finest value-creating individuals, ideas, and innovations. On the other hand, letting them compete can help true greatness emerge and be recognized, acting as a control over existing institutional hierarchies and power (Papatsiba & Cohen, 2020). Universities advise their academic staff to engage in research activities as one of the primary responsibilities since research performance significantly influences the recruitment and evaluation processes within these institutions. Moreover, research performance enables global productivity analysis and comparison of the products of researchers worldwide.

On the global level, analyzing research productivity is critical and an increasing trend for HEIs to prove their success in international rankings (Gul et al., 2015). In many developed countries, top-ranked universities aim to attain a world-class university status because such recognition and designation command tremendous respect and imply a strong competitive edge (Ductor, 2015). Hazelkorn (2017) mentioned that because categorization processes and rankings significantly rely on university research performance, academic rankings offer evidence regarding the research performance of universities. Rankings offer a comparative analysis of the quality and impact of research outputs. These rankings aim to identify and rank universities, research institutions, or countries based on diverse indicators, including publication output, citation counts, funding success rates, and research collaborations. Stakeholders in academia, policymakers, and funding agencies often rely on these rankings to make informed decisions about resource allocation and collaboration opportunities, as they provide a snapshot of research performance (Hazelkorn, 2017). Prominent examples of research rankings include the QS World University Rankings, Times Higher Education World University Rankings, and Academic Ranking of World Universities (ARWU) (Rauhvargers, 2011). The most frequently used outputs for the evaluation activities are the number of publications, the number of citations these publications receive, the number of PhD graduates, and the sum of funds obtained from competitive sources. The most frequently used inputs are the quantity of academic and non-academic staff, the sum of expenditures, and the availability of infrastructure facilities. Therefore, one can say that the knowledge

generated from the inputs can be measured through the outputs of evaluation activities (Sugimoto & Larivière, 2018).

Similarly, national research evaluation exercises promote research productivity by offering a comparative assessment of the research output of the country's research institutions (Abramo et al., 2011). In the same study, it is mentioned that governments use national research evaluation systems for five goals. The first is to raise the return on university money; the second is to improve accountability and openness in the distribution of these funds; the third is to encourage increased research efficiency; the fourth is to assist in the development of research policies and institutional initiatives, and the fifth and last is to minimize the asymmetry of information between supply and demand for new knowledge. Furthermore, they provide information on universities' strengths and capacities, which will be extremely useful to researchers, students, and businesses when deciding which universities to attend.

The desire to reach such outcomes has impeded many countries from developing different research evaluation systems. One of the widely known is the UK and The Research Excellence Framework (REF). REF is a thorough evaluation process implemented to assess the quality and impact of research carried out within HEIs. This assessment is conducted by four UK higher education funding bodies: Research England, the Scottish Funding Council, the Higher Education Funding Council for Wales, and the Department for the Economy, Northern Ireland. The REF occurs approximately every six to seven years and is vital in informing funding allocation decisions by evaluating research excellence (Brennan & Sousa, 2013). REF is a structured peer-review process in which the assessment findings are informed by citation data and other quantitative factors (Abramo et al., 2011). On the other hand, the Quality of Research Assessment (VQR) in Italy is a hybrid system in which expert panels can use one or both approaches to evaluate any given output: citation analysis and peer review by external experts. VQR rewards institutions based on the average performance of their research team (Abramo et al., 2011). Another example is the 2010-launched Excellence in Research for Australia project (ERA) for the hard sciences, which employs a purely bibliometric methodology. The citation index that

uses international and Australian benchmarks evaluates individual research outputs (Abramo et al., 2011).

2.1.1. Research Performance Assessments

Research performance evaluation is critical to assessing scientific research quality, impact, and productivity. There are some assessment methods to assess the performance of research. Bibliometric analysis and peer review are two common and important ones.

The core of the system for evaluating research is peer review. It can be roughly characterized as the procedure by which researchers submit their completed work, project work, or body of work to be reviewed by authorities in the relevant field (Sugimoto & Larivière, 2018). According to Oxford Dictionaries (n.d.), peer review evaluates scientific, academic, or professional work by individuals in the same field. Kovanis et al. (2016) mentioned that peer review assessment is a commonly used qualitative approach to assess research findings' quality, robustness, and significance. It entails thoroughly evaluating research manuscripts, grant proposals, or research projects by experts in the corresponding field. Also, they mentioned that the peer review process typically involves anonymous evaluation by independent reviewers who provide constructive feedback, examine the methodology and validity of results, and offer suggestions for enhancement. In other words, qualitative approaches, including peer review, evaluate research findings' scientific rigor, novelty, and significance (Butler, 2003). Peer review assessment acts as a gatekeeping mechanism to uphold the quality of scientific knowledge and prevent the dissemination of flawed or misleading research. By evaluating the strengths and weaknesses of research, peer review offers valuable insights, identifies areas for improvement, and ensures that research aligns with the standards of the scientific community (Bornmann & Daniel, 2009). According to van Raan (2014), peer review may have significant flaws and drawbacks. One of the main issues is subjectivity or the reliance on the results in selecting specific committee members. This dependence could lead to conflicts of interest, a lack of quality awareness, or prejudice against those younger or newer to the area. Therefore, advanced bibliometric techniques should complement peer review to make the research evaluation process more transparent and objective.

Webster's Dictionary (n.d.) defines bibliometrics as a collection of quantitative techniques utilized for studying or measuring texts and information. Also, it is commonly employed to evaluate or compare the impact of researcher groups within a specific field and to depict the progression of fields. In other words, bibliometric analysis is a quantitative approach utilized to evaluate research performance and impact by analyzing data related to publications and citations. This methodology analyzes publication patterns, citation counts, and co-authorship to gain valuable insights into research productivity, visibility, and impact (Moed et al., 2004). The citation network is the fundamental tenet of bibliometric analysis. The two primary bibliometric techniques, scientific mapping and citation analysis for research performance assessment can be derived from the same network theory. While citation analysis counts the citations of articles, in science mapping, keywords, not citations, are involved, and similar keywords create a map with co-word analysis (van Raan, 2014).

Bibliometric analysis utilizes different indicators, including citation counts, h-index, and journal impact factors, to quantitatively assess the impact and visibility of research outputs (Choudhri et al., 2015). For instance, citation counts gauge the number of times a research publication has been referenced by other researchers, indicating the extent to which the work has been acknowledged and utilized by the scientific community (Radicchi et al., 2008). Counting the citations of particular papers is the underlying concept behind citation analysis for research performance assessment. It is possible to assume that frequently cited publications are more helpful than rarely or never cited articles if authors cite the sources, they deem valuable. As a result, the quantity of citations can be used as a gauge for a publication's value, significance, or influence. For aggregated levels of publications, the same logic can be applied. The more significant a department's publications influence must be, the more citations they receive, for instance (Aksnes et al., 2019). Abramo et al. (2019) mentioned that the most common criticism of using citation counts to assess research output is the question of whether and to what degree citations serve as a merit certification. Nonetheless, research has demonstrated that although unfavorable citations might happen, they are uncommon and do not interfere with extensive analyses. Also, they mentioned that citation-based indicators

may be subject to manipulations such as self-referencing and self-quoting. Another well-liked bibliometric metric, the h-index, was first introduced in 2005. This metric accounts for the volume of papers written and their effect on citations (Hirsch, 2005). The h-index incorporates the number of publications, and corresponding citation counts to measure an individual's research impact. By the definition of the h-index, a researcher with an h-index of 15 has at least 15 publications with at least 15 citations. It is utilized in evaluating scientists, focusing on the percentage of an individual's publications that have received citations above a certain threshold. When calculating the h-index, two variables that need to be known are the number of publications and the number of citations received by these publications. Firstly, the citation counts for each publication in the scope of citation indexes are determined. The publications are then ranked from the most cited to the least cited. Although the index was first created for individual analysis, it has also been used to analyze data at other levels, including research groups, departments, and organizations. Despite its popularity, the h-index as an indicator has an issue (Aksnes et al., 2019), which several studies have addressed. For instance, Alonso et al. (2009) note that it is unfavorable to younger researchers because it is not field-normalized and does not account for career length. On the contrary, as another bibliometric indicator of research performance, journal impact factors evaluate the average number of citations that articles published in a specific journal receive, indicating the influence and reputation of the journal itself (Garfield, 1972). Not only the indicators but also the databases the bibliometric analyses rely on matter in the research evaluation. The three bibliometric databases most widely utilized in the literature are Web of Science (WoS), Scopus, and Google Scholar. The results of citation studies are, therefore, influenced by the unique features of the databases and their coverage, which vary in terms of how much of the scientific and academic literature is covered (Aksnes et al., 2019). Despite those limitations of the indicators and, thus, the approach itself, bibliometric analysis has been found useful as it provides researchers, institutions, and funding agencies valuable insights pertaining to research performance, collaboration networks, emerging trends, and the impact of scientific publications (Moed et al., 2004).

The differences in the advantages and disadvantages of peer review and bibliometric analysis trigger the questions of "Which one is better?" or "Do they complement

each other?" Bertocchi et al. (2015) reported in their study that peer review and bibliometric analysis agree and support each other. They said that although bibliometric analysis is more feasible than peer review, peer review relies on the experts' decisions. Therefore, they said there are no systematic differences between these two, and there is an agreement between them. van Raan (2003) suggested that the complete elimination of peer review in favor of solely conducting bibliometric analysis is not recommended. Like Rinia et al. (1998) stated, they argue that bibliometric analysis should be used concurrently with a peer-based evaluation. He believes this approach would significantly enhance decision-making and reduce subjective aspects. Bibliometric analysis has the potential to be employed in examining distribution data, gaining insight into the critical contributors within a specific field, pinpointing areas of active research, assessing the progress of prior research, and crafting suggestions for future research and development endeavors (Moral-Munoz et al., 2019). However, peer review and bibliometric analysis (citation analyses and science mapping) are also limitations.

To begin with, as Bertocchi et al. (2015) noted, peer review has a reliability issue as it relies on expert evaluations. It is also challenging to find qualified individuals and provide incentives for them to assess the paper. Due to these reasons, it is costly and time-consuming. Additionally, Rinia et al. (1998) mentioned a lack of consensus on the criteria for peer review. According to Bornmann (2011), there are times when peer review is unjust, and reviewers may have biases. Peer review is also not always focused only on scientific merit. Supporting this, Butler (2007) implied that evaluations by reviewers can be misleading. Cozzens (1985) emphasized the "success breeds success" phenomenon in bibliometric analysis, suggesting that as a publication is cited more frequently, other researchers become more inclined to cite it. However, Jensen et al. (2009) emphasized that bibliometric data do not support the assumption of an unlimited increase in citation rates over time. They highlighted the need for a specific rate of increase over time and in citation rates. Sandström et al. (2005) suggested that the network influences citations to articles, and researchers tend to prioritize citations to publications of other researchers they are familiar with. Bornmann (2011) stated that peer review and bibliometric analysis complement each other in areas with shortcomings and should be used together.

2.1.2. Factors Influencing Research Performance

Various factors significantly affect research performance and determine the success and impact of scholarly pursuits. Åkerlind (2008) mentioned four main factors influencing researchers in fulfilling their research tasks. These factors are concrete outputs such as Ph.D. and publication, academic position, personal understanding, and societal benefit. Regarding concrete products, the research publication covers topics like designating specific study fields, making their research known to others, and obtaining academic status among other researchers in the field. The focus is external when becoming a researcher and carrying out the research action. External and concrete outcomes are produced, and external requirements are met. For an academic position, conducting research is a requirement. Thus, the main motivations could be extrinsic and mainly centered on maintaining one's position, fulfilling the job requirements, and functioning suitably as an academic. For personal understanding, research is primarily seen as examining issues that personally interest the researcher with the overarching goal of advancing a conundrum that has perplexed them. Personal understanding is also associated with research conducted with a slightly more internal motivation. The researcher conducts research based on their area of interest. Contributing to a bigger disciplinary or social group is the main motivation for conducting research for societal benefit. In terms of societal benefit, there is also more external and internal motivation. The researcher conducts more research for a societal cause and reaches larger audiences and, consequently, societal recognition. In this context, internal and external factors coexist in research motivation (Çalıkoğlu, 2023). Internal motivation is the desire and satisfaction of benefiting society and exploration, while external motivation can be described as fame and recognition. As a result, scientific publications serve as tools that not only provide personal satisfaction by disseminating research results to different segments of society but also contribute to gaining recognition by serving the community (Kwiek, 2018).

Some academics see promotion as a motivator to produce more. For instance, Lockwood (2005) proposed that universities could affect the research performance of academic staff by manipulating the promotion-reward structure. Thus, it is

unsurprising that tenure and academic standing are linked to research outputs, as Blackburn et al. (1978) indicated. In this study, the authors documented that higher-ranking professors tend to publish more widely. However, according to Kwiek (2018), there is no correlation between senior faculty positions and the likelihood of becoming a top performer. This result contradicts the findings of earlier productivity studies. In addition to different sources of motivation, research performance is also significantly influenced by individual factors, institutional factors, funding mechanisms, and collaboration networks, which are elaborated on in the subsequent sections.

2.1.2.1. Individual Factors

Individual variables received considerable attention in the literature and were explored by many studies about research performance. According to Astin (1984), researchers have typically examined the following variables as potential predictors or independent variables of research performance: gender, marital status, age, field of specialization, educational experience and characteristics of the graduate institution, and characteristics of the employer institution. Similarly, educational history, level of experience, specialized knowledge, and level of motivation were presented among other variables related to research performance by Aydin and Bayir (2016). Among the individual factors, age, gender, and qualification, according to Creswell (1986), are considered natural characteristics, while Cole and Cole (1972) classify factors such as educational background, the department or institution they worked in, and networks as environmental characteristics. Gender was one of those that rarely yielded unexpected relationships with research performance. The literature has consistently highlighted the disparities in research performance between male and female researchers. Cole and Zuckerman (1984) mentioned that men typically publish more papers and receive more citations than their female counterparts. They said women published nearly half of the papers as men. Also, Zuckerman (1991) supported their former study and stated that women publish fewer articles than men. Nevertheless, when it comes to the number of citations per publication, Penas and Willett (2006) suggested that there are no gender disparities. Long (1992) observed that women received a higher citation score than men. Also, Sandström (2009) noted

that although female researchers have lower publication counts than males, the citation impact they receive in their fields is better than that of males. He explained this as the paradox of gendered productivity and discussed that gender dually affects productivity. However, on average, the overall impact of female researchers has historically remained lower than that of their male counterparts, primarily due to lower performance. This gap becomes apparent early in their careers and persists over time (Symonds et al., 2006). Despite the documented gender gap on critical performance indicators, Xie and Shauman (1998) assert that gender disparities in research productivity have diminished over the years, coinciding with a proportional rise in female scientists.

Depending on the discipline, age is another variable with positive and negative features (Wood, 1990). Larivière et al. (2008) suggest that as age increases, experience also increases, leading to improved performance. In contrast, Stephan and Levin (1992) argue that advancing age may decrease cognitive capacity, leading to a decline in research activities. In the Classics department (the study of the ancient Greek and Roman cultures in terms of art, archaeology, history, language, and religion at Harvard University), younger academics try to publish too soon without the necessary training. However, in the Economics department, younger academics have better training and understanding of quantitative skills and publish better than older academics. Again, supporting this view, in studies related to sociology, the researcher had not found evidence of a decline in performance with age (Warr, 1994).

Closely coupled with age, some other studies focused on years of experience and seniority as different assets contributing to research productivity. For instance, in a study including academic personnel, Dixon et al. (2015) found that those with advanced degrees and significant work experience frequently produce more publications and receive more funding for their research. Administrative duties could offer the tools required to improve performance. In 1976, Knorr et al. investigated the hypothesis that a scientist's standing or position in the organization's official or informal hierarchy was related to their production in the field of science. They claimed that holding a more senior position—an administrative position—

contributed to successful research. Other than these, Merton (1968) examined the allocation of recognition for scientific discoveries, especially in situations involving simultaneous discoveries. He illustrated that recognition was more inclined to be awarded to individuals who were already widely recognized, as opposed to those with lower recognition levels. He termed this phenomenon the "Matthew effect."

Marital status, an important individual factor in research performance, has different discussions in the literature. Fox (2005) mentioned that married female academics have higher research performance than single ones. Also, male academics who are single have lower performance. Other than these, Toutkoushian and Bellas (1999) said that married academics spent more time on research activities than unmarried ones. They found that marriage for male academics was found to have a positive effect on research outputs. However, their study showed no relation between marital status and research performance for female academics. Sax et al. (2002) stated that their studies showed no relationship between marriage and research performance for women; however, for men, they found that married ones had higher research performance. Their study showed findings similar to previous studies like Bellas's (1992) study and Toutkoushian and Bellas's (1999) study.

Having children is another individual factor that affects research performance. According to Bourdieu (1988), the academic system reproduced power relations outside of it. He saw these power relations as different kinds of capital influenced by social, political, and economic variables. He popularized the idea of academic capital as an additional power connected to the formation of hierarchies. According to Bourdieu, people with capital from sources outside of science also tend to accumulate academic capital more quickly. Using this mechanism, capital acquires legitimacy and, as a result, endures for multiple generations and favors some researchers over others. Understanding the flow of resources in the academic setting requires an understanding of Bourdieu's ideas of capital because it entails the interaction of many types of capital (Sugimoto & Larivière, 2018). Correll et al. (2007) mentioned that having children explains the gender differences in productivity. For female academics, those who have children have lower research performance (Sax et al., 2002). On the contrary, they stated that male academics with

children have higher research performance than male academics. Joecks et al. (2014) said that having children affects the research performance because of the time consumed. Astin (1969) also stated that having children has a negative effect on performance of the academics. However, Fox and Faver (1985) reported that women with children tend to publish more than others. Although studies showed no certain result for the effect of having children, Xie and Shauman (1998) mentioned a common belief that children decrease the academics' research performance for both males and females.

In addition, academics with international faculty or those with a foreign PhD have more publications (Corley & Sabharwal, 2007). In their study, Müller et al. (2018) found a difference in quality between local and foreign universities. They said foreign universities exhibit a performance to provide a globally top-notch education for students who excel in their home countries. Their study revealed that academics who hold a foreign Ph.D. have higher performance. Heitor et al. (2014) suggested that academics with foreign Ph.D.s should be incentivized to return to their countries because they demonstrate high research performance in their home countries.

Despite some contrasting results on the effect of individual factors, the findings are generally consistent across most studies. Studies indicate that gender, age, years of experience, administrative duties, marital status, having children, and whether the Ph.D. is obtained abroad or locally are among the individual factors influencing performance.

2.1.2.2. Institutional Factors

Research performance is a complex entity impacted by various institutional and organizational factors, creating a multifaceted framework. Research excellence is driven by institutions and funding agencies that establish policies supporting open access, interdisciplinary collaboration, and research impact (Larivière et al., 2015). Other than these, according to Allison and Stewart (1974), who assessed resources by considering the percentage of work hours allocated to research, the number of research assistants, and the proportion of respondents consistently receiving their

sought-after grants, the time devoted to research is a substantial indicator of achieving a strong research performance. Zhao and Lou (2018) mentioned that professors with administrative duties on their faculties have low research performance. They stated they had higher publication rates before the professors performed administrative duties. Smeltzer et al. (2017) mentioned that administrative duties limit academics' time to research and publish.

2.1.2.3. Financial Factors

Research performance is also heavily influenced by funding mechanisms, which provide the essential resources for conducting research, supporting researchers, and facilitating scientific advancements. The provision of research funding and resources plays a central role in influencing the outcomes and achievements of research endeavors. That is, sufficient financial support provides researchers with the means to conduct studies, access essential equipment and materials, and recruit competent personnel. It facilitates the pursuit of ambitious research projects and positively impacts the quantity and quality of research output. According to a study by Benavente et al. (2012), the Chilean National Science and Technology Research Fund analysis revealed a direct correlation between public research funding and the amount of published research. Therefore, research productivity at both the national and institutional levels appear to be improved by providing funding for research.

The literature has examined various types of funding mechanisms, each with its impact on research outcomes. Arora and Gambardella (2010) argued that in knowledge-based societies, it is believed that providing competitive public funding for research is essential to enhance scientific output. In the last decades, there has been a rise in competitive funding to improve efficiency and quality, and institutional budgets have become more closely linked to specific educational and research results through formula-based funding systems, as noted by Benneworth and Jongbloed (2010). Therefore, there is an increase in financial support to improve quality. It also creates an increase in institutional budgets. Given the potential contribution to the research outputs, Garcia (2005) has argued that research funding is necessary to increase performance, i.e., publication and citation counts, because it can create a

competitive environment. Other than these, according to Kwiek (2018), competitive funding is more accessible in some fields (such as mathematics, physical sciences, and biological sciences), and top performers in these fields put in many more hours than the typical academic. However, in less competitive fields (such as the social sciences and humanities, where funding for competitive research is scarce), the performance disparities between the two groups (cognitive and social) do not reach statistical significance. According to a study by Benavente et al. (2012), the Chilean National Science and Technology Research Fund analysis revealed a direct correlation between public research funding and the amount of published research. Therefore, research productivity at both the national and institutional levels can be improved by providing funding for research.

2.1.2.4. Network-related Factors

Collaboration networks have a crucial role in research performance and productivity. Generating new scientific information, including new research questions, research plans, hypotheses, and publications, is an essential outcome of scientific cooperation (Stokols et al., 2005). Over the years, researchers' teamwork abilities have become increasingly vital. Researchers who have strong relationships (repeated co-authorships or high-weighted degree centrality) outperform those who have weak ties (single co-authorships with a large number of coauthors) (Abbasi et al., 2011). To elaborate, research institutes' degree centrality indicates the depth of their direct connections with universities, enabling them to tap into research resources like databases, instruments, laboratories, and various university facilities. Consequently, a higher degree of centrality affords research institutes greater opportunities to acquire substantial resources from universities (Paruchuri, 2010), thus enhancing their scientific performance. Kong et al. (2019) discovered that working together can assist researchers in enhancing their impact within co-authorship networks. Almuhanha et al. (2022) pointed out that Scientific Collaboration Networks (SCNs) are a type of social network where scholars communicate with each other and establish connections with co-authors. This network is considered an essential tool to enhance collaboration. The advancement of digital technology has facilitated worldwide collaboration among researchers and universities, enabling effortless

sharing of knowledge and publications. Research has shown that collaboration networks positively affect research outcomes, leading to increased impact within the scientific community. In other words, viewed through social networks, research collaboration networks influence the connection between research activities and their outcomes. Instead of a single factor, it appears that various network characteristics, when combined, play a role in shaping the relationship between R&D activities and performance. Therefore, to foster sustainable R&D innovation, it is essential to craft collaboration strategies carefully, requiring close attention and dedicated efforts (Lee et al., 2012). Mote (2005) demonstrated that groups with strong connections to high-performing organizations achieve superior performance. Notably, studies have found that research papers produced through collaboration tend to receive higher citation counts, indicating greater visibility and influence in the respective field (Newman, 2001). The study conducted by Sabah et al. (2019) demonstrated that international collaboration among institutions in developing countries significantly enhances institutional performance and offers more advantages than local partnerships. In summary, scientific collaboration positively influences institutional performance, as assessed by the cumulative source-normalized impact per paper in their publications. Also, Paraskevopoulos (2021) identified a relationship between the configuration of collaborative networks and academic performance, revealing that more extensive networks are linked to increased publication output and impact. Collaborative networks offer researchers access to more resources, including funding opportunities and specialized equipment. This enhanced access to resources contributes to research endeavors' overall quality and productivity (Katz & Martin, 1997).

2.2. Research Performance in Türkiye

The importance of research, one of the three main missions of HEIs, has recently increased with the advancement of technology (Demeter et al., 2022). According to Gülbak (2020), it is widely accepted that there is a strong relationship between research and teaching. HEIs have been introducing new regulations to increase the level of knowledge in society and generate knowledge at the international level to enhance researchers' productivity (Sam & van der Sijde, 2014). In addition, North American and European countries believe that universities play a significant role in

the complex relationship between research and teaching and have initiated the concept of research universities. These universities have become crucial in their countries, making substantial contributions to social and economic development, thus playing a critical role in growth and progress.

According to Özdağoğlu et al. (2020), universities have a positive impact on societal development by creating value and providing services across different domains through activities like education, research, and development. The authors further emphasized that HEIs are now expected to deliver increased levels of education and service quality due to their significant influence on the future of societies. Thus, they are significant components of developed economies through knowledge generation, provision of high-quality education, and service to society. Due to the strategic importance of universities, their performance has become a critical issue (Slaughter & Leslie, 1997). As a result, there is a strong science-policy trend emphasizing the research performance of the university sector (Himanen et al., 2009). The criteria used to evaluate this performance are determined by the quality of the faculty and the effectiveness of the management system of these faculty. These criteria encompass national and international publications, research projects, scholarly activities such as symposiums, conferences, and seminars, and the capacity to address local, national, and global challenges by offering innovative solutions (Erarslan, 2015). The academic performance of academics is reflected in the works that arise from their frequency of engagement in scientific research and their production of publications such as books, articles, projects, and artistic works, as well as their achievements in scholarships, awards, and proficiency in foreign languages. Additionally, editorships and citations also contribute to evaluating their academic performance.

Globally, there has been growth in HEIs in Türkiye. Karadag and Ciftci (2023) mentioned that the rapid increase in the number of universities has negatively impacted the productivity of researchers. Also, Turkish universities have fallen behind in international rankings. The higher education system is multiracial and multifaceted, including many institutions, including state and private universities. These universities vary in terms of their years of establishment and the number of students enrolled, yet there is an increase in both types of universities. Along with other forms, this framework incorporates open education and vocational institutions

(Şenses, 2007). Moreover, assistant professor, associate professor, and professor are the three fundamental academic titles for university faculty members. According to Tekinsoy and Mısır (2012), Assistant Professor and Professor titles combine academic promotion and appointment. In contrast, the titles of Doctor and Associate Professor are gained through promotion based on academic examinations independent of the academic staff. Additionally, there are numerous difficulties with academic appointment and promotion procedures.

Like all around the world, in Türkiye, practices are being implemented to increase the research performance and productivity of HEIs in recent times (Çalıkoğlu, 2023). For instance, Demir et al. (2016) explained the Türkiye's assessment system step by step. They mentioned that the Inter-University Board (UAK) released the Associate Professorship Examination Regulation. In our country, completing a specific amount of academic work in various subjects for associate professorship is required to receive academic titles and be appointed to a suitable post. Candidates for associate professorships may apply by earning 100 points from the specified requirements for the associate professorship evaluation. This initial step to assess the eligibility for application relies on the bibliometric evaluation. One of the most essential requirements for academic promotions is to have articles published in journals included in citation indexes. Candidates' scores are predominantly computed based on the number of articles published in these journals. Thus, publishing original works mostly in English in SCI ("Science Citation Index") and SSCI ("Social Sciences Citation Index") is given the highest priority in this evaluation, in addition to citation counts and other national or international publications in indexes specific to field or national ones. Criteria used recently have highlighted publications that are listed in global citation indexes. Indicators, including the creation of new knowledge by publications, the scholarly effect represented in citation counts, and the social contributions they make frequently remain unconsidered in evaluations since the emphasis is on the number of publications rather than their quality. Similarly, evaluations for appointment and promotion frequently ignore educational criteria like the creation of new courses, application of cutting-edge teaching techniques, teaching performance that can be measured through student assessments, and other societal contributions (Şenses, 2007).

In June 2023, promotion standards to the Associate Professorship are updated in Türkiye (UAK, 2023), which will be expected to be implemented in March 2024. The main difference between this regulation and the previous and already used one is the academic demand to publish mainly in the top journals ranked with WOS quartiles (Q1, Q2, Q3, and Q4). Thus, academics' scores will be computed primarily based on those publications and depending on the journal's rank in this classification. Not only the perpetuated role of quantification in performance evaluation, this approach also causes a field-based stratification in academia because subject distribution among those quartiers is not homogeneous, and one might not find the chance to publish in a journal in the first quartile due to the absence of field-specific journals indexed in it (Taşkın, 2020). Thus, the one-size-fits-all approach in research evaluation ignores field-related differences and disfavors some fields.

2.2.1. Research Performance Assessments in Türkiye

The Research University Initiative, which aims to improve research productivity and quality, is one way that Türkiye is demonstrating the growing significance of the research university model. As part of this endeavor, CoHE established new policies, such as research scholarships and the Higher Education Quality Board, in 2017. It recognized ten research universities from among the current universities while identifying the five promising ones as candidates (CoHE, 2017). This project aims to improve the research capacities of selected institutions quantitatively and qualitatively through additional financial grants and staff provisions to contribute to the international visibility and standing of Turkish HEIs in international rankings. Research universities are the focal point in studies on mission differentiation in Türkiye. Criteria such as mission, budget, management policies, number of scientific publications, citation counts, and the number of doctoral graduates are considered in the evaluations of research universities.

In addition to the research performance evaluation practices as part of the mission differentiation project, research performance in universities in Türkiye is assessed through various sources and indicators and for different purposes. CoHE and institutions such as TÜBİTAK (The Scientific and Technological Research Council

of Türkiye) play a significant role in measuring and improving research performance in Türkiye. Al (2008) mentioned that research performance evaluation practices are used to measure the publication performance of researchers, institutions, or countries, and the results of these studies have tangible effects on individuals, institutions, or countries. For instance, research evaluation studies targeting individuals can influence decisions regarding employment, position appointment, or award eligibility. In these decisions, expert opinions on the content of publications are sometimes considered, while at other times, bibliometric parameters considered as performance indicators (such as total citation count) are utilized. The CoHE utilizes various metrics and indicators to evaluate the research performance of universities in Türkiye. For instance, the number and quality of projects supported by TÜBİTAK are considered indicators of research performance (CoHE, 2015). The International Scientific Publications Incentive Program, which is part of TÜBİTAK, encourages researchers working in universities, public institutions, and private sector research centers to publish internationally. The program provides incentives for international publications in basic sciences, health sciences, and engineering sciences (Ak & Gülmez, 2006). Furthermore, Emil and Akşab (2018) mentioned that, within the framework of academic incentives, several essential rules have been implemented in the academic setting to give priority to long-term projects, raise the threshold of foreign participants for events to be classified as international events for organizations, and increase the duration of active publication from three to five years, which is necessary for an international journal to be recognized. These rules are meant to keep inferior research, conferences, projects, and other endeavors from obtaining precedence if they are carried out only to earn or accrue more incentive points. Peer review is also implemented for academic promotions in our country. However, this evaluation process occurs after the respective commissions, established by the CoHE and individual universities, confirm that the candidates meet the minimum criteria, which may differ across universities (Tonta, 2014).

Furthermore, research performance evaluation provides the input needed for the rankings in Türkiye to see the performance of universities in a comparative manner. The URAP (University Ranking by Academic Performance) Research Laboratory was founded in 2009 at the Informatics Institute of Middle East Technical University

to rank Turkish universities. It incorporates various ranking indicators to ensure a balanced approach between size-dependent and size-independent academic performance indicators. The aim is to develop a fair ranking system that considers Turkish universities' specific characteristics and context (Alaşehir et al., 2014). The URAP-TR evaluation of academic achievement includes determining present academic success and the consistency of performance. In order to achieve an unbiased assessment of colleges, several elements were considered when developing ranking indicators. These are the number of articles, the number of citations, the number of scientific documents, the efficacy of the articles and citations, and the number of international collaborations (Köse & Korkmaz, 2019; URAP, 2017). In order to improve their rankings, Turkish universities have begun to place greater emphasis on publications and citations. They have also revised their academic employment and promotion standards in light of this concern (Kondakci et al., 2021). According to the study findings of Kondakci et al. (2021), despite some HEIs in Türkiye's desire for higher rankings and resulting gains, they appear to stymie this process by setting unattainable expectations, establishing non-inclusive criteria, and creating unsupportive working conditions for academics. It has been underlined that academic performance evaluation methods evaluate the quantitative data of the activities performed by academics and do not consider their characteristics, the advantages they provide, or their contributions to society and practice. It has been determined that assessing faculty members only based on their outputs is inaccurate.

According to the study by Kaptanoğlu and Özok (2006), the assessment of the research performance of academics is linked to some factors. These factors include publishing articles, leading research projects, serving on journal editorial boards or as referees, organizing scientific conferences, receiving awards, and publishing books. Contributing to the scientific literature through articles, successfully managing research projects, and actively participating in scientific communities are essential factors affecting research performance (Kaptanoğlu & Özok, 2006). Academics who exhibit high academic performance demonstrate productivity and efficiency when they have access to suitable university facilities and environments (Erarslan, 2015). Not only the individuals' backgrounds but also the institutional factors attracted the attention of researchers to better understand what breeds research performance.

Ak and Gülmez (2006), for instance, examined rankings based on the number of articles in SSCI and SCI journals for citation analysis in Türkiye. Then, they conducted further analysis on universities that ranked higher in these rankings. For the citation analysis, most universities listed in the top 10 citation indexes are in metropolitan areas such as Ankara, Istanbul, and Izmir. Their relatively faster institutionalization process can partially explain the presence of these universities at the forefront of scientific research and the advantages of being located in centers where multiple universities exist and scientific activities (conferences, seminars, etc.) are more prevalent.

However, the indicators and the approach utilized in performance evaluations conducted by different institutions and for different purposes could be criticized due to the adverse outcomes they are likely to create. That is, the publication criteria lead to everyone producing the same output, regardless of their field or the process (UAK, 2023), which may cause academics to feel that their freedom in publishing is somewhat restricted. Besides, an academic may not develop a specialization on a particular topic because of the excessive stress placed on publication counts in Türkiye. To boost their publication numbers, academics try to publish in three or four distinct fields within their specialty. As a result, it would not always be possible to build up knowledge and apply newly discovered insights to new research projects (Arslan, 2017). Moreover, it has been observed that the current procedures for evaluating academic achievement tend to encourage academics to write more in quantity (Yılmaz & Memişoğlu, 2019). While there has been an increase in scientific articles and journals, the same may not be said for quality. Yılmaz and Memişoğlu (2019) mentioned that the characteristics of performance evaluation systems in Türkiye tend to prioritize quantitative assessment rather than evaluating the qualities of the evaluation systems themselves. This leads to the conclusion that the numerical scores obtained do not adequately reflect the quality and performance being evaluated. It has been highlighted that these systems often overlook questionable publications, allowing faculty members to advance based on publications that lack quality and are accepted without undergoing thorough evaluation based on specific criteria. This situation has a negative and potentially long-lasting impact on overall quality within academia. On the other hand, it has been noted that academic

performance evaluation systems, in terms of quality, do contribute positively, particularly in promotion and appointment criteria that incentivize academics to produce high-quality publications. Therefore, it is concluded that relying solely on evaluating the visible activities of faculty members is an inadequate approach.

2.3. Summary

This chapter provides a comprehensive literature review on research performance and research performance assessments. The chapter is divided into three sections: research performance and assessments in HEIs, research performance and assessments in Türkiye, and a summary of the literature review. The review discusses the concepts and definitions of research performance globally and in Türkiye, elaborates on the individual, institutional, financial, and network-related factors associated with research performance.

In the literature, various performance assessment methods, including bibliometric analysis and peer review, are explored. The research highlights the importance of evaluating research performance to assess quality, impact, and productivity. It also points out the strengths and limitations of existing evaluation systems, suggesting the need for a more comprehensive approach that considers both quantitative and qualitative factors. Overall, the literature review provides insights into the complexities and significance of research performance evaluation.

Research performance plays a crucial role in academic institutions' reputation, funding prospects, and societal influence. It consists of two parts: research and performance. Recent advancements in technology and collaboration networks have significantly increased scientific productivity and interdisciplinary research. Individual factors, institutional support, funding mechanisms, and collaboration networks shape research performance. Educational background, experience, specialized knowledge, and motivation also impact an academic's research productivity. Adequate research funding and resources are essential for successful research outcomes, while collaboration networks enhance research impact. Evaluating research performance involves various methods, including bibliometric analysis, peer review,

In Türkiye, research performance is assessed through indicators such as international publications, research projects, awards, and citations. The CoHE and institutions like TÜBİTAK play a role in evaluating research performance. Academic performance measurement is carried out through bibliometric analysis and peer evaluation. Furthermore, in Türkiye, URAP has established a ranking system to create a performance-based ranking for academic institutions. However, there is a tendency to prioritize quantitative assessment over quality, leading to potential limitations in accurately capturing research quality and contributions. The reliance on visible activities without considering their characteristics and societal impact is considered inadequate.



CHAPTER 3

METHOD

In this chapter, information regarding the method of this study is presented. Firstly, the design of the study is reported. Next, the sampling procedure and background characteristics of the participants are given. Furthermore, data collection procedures and data analysis are described. In addition, details on the instruments used for data collection are explained. Lastly, the limitations of the study are presented.

3.1. Design of the Study

This is a cross-sectional survey research, which is a quantitative method. Typically, quantitative researchers base their research on the idea that facts and emotions can be distinguished and that the world is one reality made up of facts that can be found. Understanding relationships among variables is the goal of quantitative researchers, who occasionally identify the causes of these interactions for the purpose of reaching generalizations (Fraenkel et al., 2018). Survey is an organized technique to collect data from a subset of entities to create quantitative descriptors of the characteristics of the larger population that the entities are a part of (Groves et al., 2009).

Fraenkel et al. (2018) mentioned that researchers frequently seek the viewpoints of a broad spectrum of individuals on a specific subject or matter. They pose various questions, all relevant to the matter, in order to gather insights. They also mentioned that surveys are mainly used to describe a population's characteristics. In essence, researchers are interested in learning how a population distributes itself over one or more variables. For this study, the cross-sectional survey method is used because, according to Fraenkel et al. (2018), information is gathered from a sample of a selected population in a cross-sectional manner. That is, even if it may take a day to many weeks or longer to collect all the data, participants are visited once, and data is collected at one point in time.

There are several modes of data collection in survey design: direct administration, web-based, mail, telephone, and personal interviews (Frankel et al., 2018). The most popular ways are those sent over the mail, over the phone, and in-person administration (Scheuren, 2004). In this study, face-to-face and online administration were chosen. The reason for selecting in-person administration in the first place was to increase the response rate and be available for the potential questions of participants about the survey items in the data collection process, as recommended by Frankel et al. (2012). However, due to the severe earthquake in Türkiye in February 2023, the interruption of education for a while and the continuation of most courses online made it difficult to reach academic staff in person. Therefore, the data collection continued via the online application by sending an email of the survey's link to the potential participants. The online application was less costly in terms of time and energy, yet the drawback was the low response rate (Frankel et al., 2012).

3.2. Research Questions

The following main and sub-research questions were investigated in this study:

- What is the perception of academics on their research performance?
 - How does the research performance perception of academics differ for having children or not, academic titles, the field of study, being involved in an international network or not, having a foreign PhD or a local PhD, and holding administrative duty or not?
 - Is there an interaction between gender and marital status on research performance perceptions of academics?
 - Is there a difference in the research performance perceptions of academics with assistant professor, associate professor, and professor titles?
 - Is there a relationship between the research performance of academics and demographic variables (age, year of the last title, weekly course load, academic experience before becoming Assistant Prof., academic experience after becoming Assistant Prof., year after Ph.D., national project number, and international project number)?

3.3. Participants

According to Fraenkel et al. (2018), the accessible population is the one to whom a researcher can make generalizations. In other words, the population to which the researcher is allowed to extrapolate findings and from which the researcher can reasonably choose participants for a sample. According to the CoHE (2021), there are 24 universities in Ankara. Of those, ten are public, while 14 are foundation universities. Also, five universities were identified as research universities by the CoHE, one of which is a foundation university.

In this study, public research universities located in Ankara were identified as accessible population. Altbach (2007) mentioned that research universities are one of the central institutions of modern times. They play a significant and fundamental role in creating and disseminating knowledge. As a vital component of the globalization of science, they intersect at the crossroads of scientific work and the generation of new knowledge. Moreover, research universities nurture a new generation of academics and students with technological and intellectual leadership abilities, serving worldwide in the fields of science, communication, and collaboration. In this context, research universities are institutions that employ academics holding doctoral degrees and house the two most crucial components for evaluating research performance: research and academics. Beyond this basic generalization, research universities differ significantly in many ways. These differences can be seen in the following areas: the amount of external funding and research staff, the degree of interdisciplinary and multidisciplinary focus, and the relative emphasis on applied research (Stahler & Tash, 1994). Research universities were selected for the purpose of the study given the fact that the research mission is prioritized in those institutions with the expectation to foster the competitive capacity, human capital, and economic growth of the country in the long run through the production and transfer of high-quality and innovative research, education, and partnerships. The research universities in this study were Ankara University, Gazi University, Hacettepe University, and Middle East Technical University. The fifth research university in Ankara is İhsan Doğramacı Vakfı Bilkent University; however, Bilkent University is not included in the population because foundation universities have not only a

different administrative structure and culture but also often richer resources than public universities devoted to research. In order to obtain a homogenous sample and more accurate results, Bilkent University was not included in the population.

Based on the discussion in the literature regarding the dividing effect of the field of study on research performance and research impact (Dundar & Lewis, 1998), academic staff working in the natural and applied sciences and social sciences were sampled (which are common to all universities in the target), while the faculties of medicine and fine arts were excluded from the population. Thus, the accessible population of this study was the academic staff (i.e., assistant prof., associate prof., and professors) working at these four research universities in natural and applied sciences and social sciences. Ankara University has 400 professors, 250 associate professors, and 260 assistant professors; Gazi University has 480 professors, 230 associate professors, and 190 assistant professors; Hacettepe University has 400 professors, 160 associate professors, and 320 assistant professors; Middle East Technical University has 380 professors, 160 associate professors, and 210 assistant professors. A total of 3440 academics were working in these research universities (CoHE, 2023). Academic staff that could be accessed and volunteered to participate in the study constituted the sample. Thus, convenience sampling was utilized in the selection of the sample of the study based on the definition of Frankel et al. (2012), which underlines the available individuals hard to select through random and systematic sampling methods.

Despite the relatively higher number of academics working in the selected fields, the researcher was able to access only 2010 academics. The most significant factor affecting the researcher's low access rate was the earthquake in our country in February 2023 and the resulting shift to online teaching. Academics could not be found in their offices in universities. To remedy this problem, the researcher immediately shifted the data collection from in-person administration to online.

Thus, the survey link was sent via e-mail to the academics who could not be found in their offices. The second reason causing the low response rate encountered was the unwillingness of the academics to participate in the study or not respond to the email sent. After several failed attempts to reach the academics on the target in person and

through emails, the researcher managed to acquire 100 completed surveys, which produced a response rate of 5%. Table 3.1 indicates the demographic characteristics of the participants.

This study was made with 65 male academics and 35 female academics. The average age of 100 academics is 47.90. Additionally, among these academics, 78 are married, and 22 are single. Also, 75 of these academics have children. There are 29 Assistant Professors, 22 Associate Professors, and 49 Professors among them. Other than these, 23 of the academics are working in the Social Sciences field. The average of the weekly course load of these 100 academics is 12.06. Of the sample, 69 have local PhD. Also, 52 of these academics have an international network. Moreover, 4 of them are Chairs, 7 of them are Vice Chair, and 1 of them is Vice Dean as an administrative role.

Table 3. 1. Demographic Characteristics of the Participants

Characteristic	<i>f</i>	<i>M</i>	<i>SD</i>
Gender			
Male	65		
Female	35		
Age		47.90	8.96
Marital status			
Married	78		
Single	22		
Children			
Yes	75		
No	25		
Academic Title			
Assistant Prof.	29		
Associate Prof.	22		
Professor	49		
Year after the last title		7.23	6.05
Field of study			
Social sciences	23		
Natural and applied sciences	77		
Weekly course load (hours)		12.06	6.51
Academic experience before becoming Assistant Prof.		9.11	5.14
Academic experience after becoming Assistant Prof.		13.11	9.02
International network			
Yes	52		
No	45		

Table 3.1. (cont'd.)

Ph.D. University	Local	69		
	International	31		
Experience after PhD (year)			15.43	9.30
Administrative Duty	Yes	12		
	No	88		
Administrative Duty	Chair	4		
	Vice Chair	7		
	Vice Dean	1		
Number of national projects			6.40	7.56
Number of international projects			1.30	2.06

3.4. Instruments

This study used an instrument including a demographic information form, a previously developed questionnaire measuring perceived research performance, and several survey questions developed by the researcher. The following section provides detailed information about the measure utilized in this study.

3.4.1. Demographic Information Form

To understand participants' background characteristics, a set of questions was posed regarding gender, age, marital status, parental status, title hold, years since obtaining the doctoral degree, and the faculty/institute (social sciences or natural and applied sciences) and the department worked at. Additionally, to acquire more in-depth information, questions were asked about participants' weekly teaching loads, academic experiences before and after becoming an assistant professor, whether they have been a member of an international network, and whether they obtained their Ph.D. from a local or a foreign university. Furthermore, inquiries were made about the year they obtained their Ph.D., whether they held any administrative roles, the specific administrative roles they occupied, and the number of national and international projects they have been involved in.

3.4.2. Short Multidisciplinary Research Performance Questionnaire (SMRPQ)

To gauge academics' perceptions of their research performance, Daumiller et al. (2019) designed the "Short Multidisciplinary Research Performance Questionnaire

(SMRPQ)" questionnaire. The questionnaire has 11 items under one dimension and asks participants to assess their perceived research performance in the form of percentages compared to the selected reference group. Specifically, in the assessment, participants are expected to compare themselves to the academics they know working in the same field and holding the same title based on the performance displayed over the last five years and provide a percentage based on this comparison indicating to what extent they find their performance better than the comparison others. Two sample questions from the questionnaire are "Over the last five years, I published more than_% of my fellow researchers with the same status and discipline" and "Over the last years, I published publications of higher quality than ____% of my fellow researchers with the same status and discipline."

For the purpose of validating the SMRPQ, Daumiller et al. (2019) gathered the opinions of participants on particular quantitative and qualitative indicators of research performance using established measures that focused on particular aspects of impact/quality, facilitation, transfer/exchange, and reputation, which were directly derived from the conceptualization of research performance underlying the present work. Moreover, they examined the convergent validity of the instrument. A significantly strong correlation was observed, confirming that the same concepts were being assessed between the SMRPQ and the validation measures derived from a range of well-established tools that covered specific dimensions of research quality. Additionally, both assessments displayed comparable connections with the experience of positive emotions, attitudes regarding seeking assistance, and the tendency to procrastinate. These associations were consistent with the predictions and provided initial insights into the emotions, thoughts, and behaviors associated with high research quality (Daumiller et al., 2019). Other than that, to provide construct validity evidence, confirmatory factor analysis was run, indicating that a one-factor model fitted the data well (χ^2 (43) =196.90, CFI = 0.92, TLI = 0.90, RMSEA = 0.08, SRMR = 0.05).

Within the scope of this study, the Turkish adaptation of this questionnaire was performed by the researcher. Initially, four individuals translated the original questionnaire into Turkish, including two research assistants pursuing their Master's

and Ph.D. in Educational Administration and Planning with proficient English skills, one Master's student, and an English teacher. After the translations were completed, the best items representing the original ones were selected among the alternatives. After choosing the best-translated items, back translation was done to confirm that each item had the correct meaning as the original ones. Subsequently, expert opinions were sought on the translated questionnaire. The expert opinion was provided by two academics specialized in the field. Experts assessed the adequacy and appropriateness of the items to measure research performance, commented on the organization's suitability, and provided recommendations on further items to be included in the questionnaire to extend the content. Based on the feedback taken, necessary adjustments were made. The expert opinion stage was followed by cognitive interviews conducted with the target group. During this phase, the questionnaire was tested on three academics who are experienced in the field, and participants were expected to comment on any problem they observed in the measure in terms of content, format, clarity/ambiguity of items, and suitability to the context in filling out the questionnaire. After this process, necessary refinements were carried out, and the finalized version of the questionnaire in Turkish was prepared.

3.4.2.1. Exploratory Factor Analysis (EFA)

In the current study, Exploratory factor analysis (EFA) was performed to check the underlying factor structure of the adapted questionnaire in the current sample. Before running the EFA, the required assumptions were checked. According to Tabachnick and Fidell (2007), five cases are typically sufficient for each item. In this study, the questionnaire has 11 items; therefore, 55 cases could be considered sufficient. However, Nunnally (1978) advises using ten examples for factor analysis. In this case, 110 cases are sufficient. The questionnaire had 100 responses; therefore, the sample size requirement is met for the current study.

For factorability of the correlation matrix assumption, the correlation matrix must have at least a few correlations with $r = .3$ or higher to be regarded as eligible for factor analysis. Inspection of the correlation matrix revealed the presence of many coefficients of $.3$ and above. A Kaiser-Meyer-Olkin value of at least $.6$ (Kaiser, 1970) and statistically significant Bartlett's test of sphericity at $p < .05$ (Bartlett,

1954) is also required for the factorability of the data. In this study, all of the correlations are higher than .3 ($r > .3$). Also, the KMO value is .92, and Bartlett's Test of Sphericity (Bartlett, 1954) is significant at $p < .05$, supporting the factorability of the correlation matrix.

The verification of linearity and homoscedasticity assumptions involved examining bivariate scatter plots, as recommended by Tabachnick and Fidell (2007). Due to the substantial number of items, the researcher scrutinized scatter plots depicting random pairs. The visual examination of these scatter plots revealed that there was only a slight deviation from linearity and homoscedasticity in bivariate relationships, thus supporting the validity of these assumptions. Because principal axis factoring is resilient against non-normality (Fabrigar et al., 1999), it was employed as a factor extraction approach in the EFA. Moreover, oblique rotation was preferred as a rotation method because it permits factor correlation (Preacher & MacCallum, 2003). To decide the number of factors to be extracted, not only the suggested theory (Hinkin, 1998) but also the application of a variety of additional criteria, such as eigenvalues more than 1, scree plot, and explained variance greater than 60% (Conway & Huffcutt, 2003) were taken into consideration.

After validating the required assumptions, the 11-item SMRPQ was subjected to EFA using SPSS Version 26. EFA results revealed the presence of one dimension with eigenvalues exceeding 1 criterion. The visual inspection of the scree plot also revealed a clear break after the first point, suggesting a one-dimensional solution either. The percentage of variance criterion showed that the unidimensional solution explained a total of 67.15% of the variance. The results of this analysis indicated the one-dimensional factor structure of the questionnaire, in parallel with the original developers (Daumiller et al., 2019), and the item loadings were within the range of .70 to .91. The reliability of the questionnaire computed in terms of Cronbach's alpha was .948 and considered very high (Cronbach, 1970).

3.4.3. Other Performance and Impact Indicators

Based on the expert opinion received in the adaptation of the SMRPQ and the literature, 16 additional survey items were created by the researcher. These items

aimed to measure the impact perceptions of academics as well as exploring the individual, institutional, and macro-level factors affecting their research impact and performance perceptions of academics. Of those survey items, nine were closed-ended and utilized a five-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The rest were open-ended to get a deeper insight into the perceptions of the participants. Two sample items include “I believe that my research influences/inspires other researchers” and “What are the factors (individual/ institutional/ systemic/ national) that you believe have a positive impact on your research performance?”

3.5. Data Collection Procedure

The data was collected via the questionnaires. Before data collection, permission was obtained from the Middle East Technical University Human Subjects Ethics Committee (see Appendix A). With permission from the METU, the Ethical Boards of the other two research universities (Gazi & Hacettepe Universities) (see Appendix B and C) were applied and taken. At the same time, Ankara University allowed data collection with ethical permission taken from the METU.

The researcher started the data collection process by visiting all the research universities selected and meeting the academics face-to-face. Firstly, academics were informed about the study verbally, and then, the volunteers signed the consent forms (see Appendix D). The participants' confidentiality and anonymity were assured, and they were informed about their right to withdraw from the study at any time. Participants' names or identity-revealing information were not asked on the measurement instrument. The academics' offices were visited twice, with a 2-week interval between each visit. For those academics who were not present in their offices during those visits, an e-mail was sent directing them to the online questionnaire created on Google Forms. A reminder email was sent if no response was received within five days. Thus, to increase the response rates, as Dillman (2000) suggested, multiple contacts were made. The data was collected in February-June 2023.

After the completion of the data collection, an independent samples t-test was run to check if the mode of data collection created a variation in the dependent variable of

the study and if the data collected with these two methods could be pooled. T-test results showed an insignificant difference in the dependent variable for online ($M = 60.01$, $SD = 17.37$) and face-to-face administration ($M = 56.82$, $SD = 21.22$) ($t(93) = -.79$, $p = .43$); thus, the data was pooled and analyzed together.

3.6. Data Analysis

The data were then analyzed using both descriptive and inferential statistics. SPSS 26 was used to conduct these analyses. Descriptive statistics of frequencies, means, and standard deviations were used to present the demographic characteristics of the participants and document participants' responses on survey items. Exploratory Factor Analysis (EFA) and reliability analyses were performed to provide validity and reliability evidence for the adapted questionnaire with SPSS 26. To understand how the perceived research performance of academics changes with the demographic variables, a series of t-tests and one-way and two-way ANOVAs were conducted. Moreover, bivariate correlations were computed to understand the type and strength of the relationship perceived research performance has with the year after the last title, weekly course load, academic experience before and after becoming assistant professor, year after the Ph.D., and national and international project numbers.

3.7. Limitations of the Study

There are some limitations of the study in terms of design and characteristics of participants. In certain questions, the response rate was lower compared to others. To mitigate this, as suggested by Fraenkel et al. (2018), ample time was provided for face-to-face surveys without any pressure. Providing sufficient face-to-face time without pressure aims to enable participants to express themselves more comfortably and clearly and to prevent them from leaving questions unanswered. Particularly, this low response rate in specific questions is also considered a limitation. Participants gave few answers to the question of receiving third-party funding. Based on this, it can be interpreted that they might not understand the question or might not want to answer it. Apart from this, the response to the low influence question, which indicates the influence of the academics on the other academics, was very low. In

other words, participants may not have perceived their influence as low, given that they perceive their impact to be high. This situation could have reduced the response rate to the low-influence question. Here, it can be concluded that they might consider their influence to be high.

Another issue potentially stemming from the nature of the questionnaire was the quality of the answers given to the open-ended questions. Some participants, for instance, wrote “good” or “bad” to the question asking for the quality of impact their research had on some other activities of them. Similarly, “extrinsic” was written to the question aimed to understand their sources of motivation. Such answers with a lack of clear description serving the purpose of the study were excluded from the analyses, which further reduced the number of respondents and generalizability of the results yielded.

The most significant challenge was the incoherence arising from participants evaluating themselves. Participants might not have answered the questions objectively and, in many cases, assessed their performance with a more positive lens. Thus, self-evaluation utilized in the study might have caused elevated responses driven by the aspiration to perceive themselves more positively. In other words, they may have wanted to assess themselves as above-average academics, which might have caused us to reach an incomplete picture of the field.

Similarly, participants might be hesitant to criticize the institution they worked for because some of the participants verbally mentioned whether the survey was confidential or not while doing it. Additionally, some people mentioned not wanting to write in too much detail while commenting. Even though the survey guaranteed complete confidentiality for participants, they might have avoided criticism due to their reservations towards institutions.

Additionally, the shift to online education due to natural disasters in the country made it difficult for academics to access the survey, resulting in a decrease in response rates. In surveys sent online, the returns were even lower. Academics might be burdened by their existing workloads or be unwilling to allocate time to

participate in the survey during such hard and busy times. The earthquake and the shift to online education in Türkiye might have adversely affected academics' participation rates, leading to a low response rate. This situation might have an impact on the external validity, and thus, the generalizability of the findings would be limited.



CHAPTER 4

RESULTS

The results of the data analyses pertaining to the questionnaire utilized are presented in this chapter. There are three primary sections that make up the chapter. The descriptive statistics results for the SMRPQ and results of the t-test and one-way and two-way ANOVAs are displayed in the first section. The results of the bivariate correlation analysis are presented in the second section. Descriptive statistics from the other performance and impact indicators are then reported in the final section.

4.1. Descriptive Statistics Results of SMRPQ and Results of the t-test, one-way and two-way ANOVAs

The primary aim of this study was to measure the perceived research performance of the academics working in research universities in Ankara. To achieve this goal, the SMRPQ was used, and data were collected from 100 academics working in four research universities located in Ankara. This section presents means and standard deviations pertaining to the SMRPQ.

4.1.1. Descriptive Statistics Results of SMRPQ

In this questionnaire, participants were asked to evaluate their own research performance regarding 11 research performance indicators compared to fellow researchers they know holding the same title and working in the same discipline and indicate to what extent they evaluate themselves better than the selected reference group by writing percentages. The average percentage for each item will provide insights into the participants' research performance perceptions on these indicators.

In Table 4.1, the results of the descriptive statistics of each item with mean, standard deviations, and minimum and maximum values are presented. The results of the

descriptive statistics indicated that all participants rated themselves better than 50% of their fellow researchers on all indicators except for the sixth one, which focuses on the raised third-party funding. On the other hand, the relatively lower ratings on the 6th item could be associated with the unclarity as this item also received the highest nonresponse ($n = 77$, response rate = 77%, $M = 41.88$). In items scored above 60%, which are items 2, 3, 5, 7, and 8, academics evaluated their performance considerably better than their reference groups. Thus, participants evaluated themselves better in terms of performance more than 60% of their colleagues in producing higher quality publications ($n = 94$, $M = 61.60$, $SD = 20.94$), presenting more original and innovative work ($n = 93$, $M = 62.49$, $SD = 20.73$), acquiring richer knowledge accumulation ($n = 92$, $M = 64.51$, $SD = 21.97$), and engaging in more scientific sharing ($n = 91$, $M = 61.98$, $SD = 22.48$). Among all indicators, the highest percentage was given to the performance indicator of openness to new things ($n = 93$, $M = 69.14$, $SD = 20.94$). For the rest of the items, the percentages ranged from 50 to 60, suggesting positive perceptions about their research performance compared to more than half of the reference group. The descriptive statistics results show that higher research performance was associated with items focused on quality, whereas relatively lower percentages were given to the items asking for quantity (i.e., ..I raised more third-party funding). Overall, the average research performance was 58.87 ($M = 58.87$, $SD = 18.79$).

Table 4. 1. Descriptive Statistics of SMRPQ items

	<i>n</i>	Response Rate (%)	<i>M</i>	<i>SD</i>	Min	Max
...I published more...	93	93%	53.69	25.04	0	100
...I published publications of higher quality...	94	94%	61.60	20.94	0	100
...I researched more innovatively and more originally...	93	93%	62.49	20.73	0	100
...I worked methodically more reflectively...	89	89%	59.83	23.68	0	100
...I had richer professional knowledge...	92	92%	64.51	21.97	0	100

Table 4.1. (cont'd.)

...I raised more third-party funding (including Ph.D. scholarships) ...	77	77%	41.88	28.74	0	100
...I was more open to new things...	93	93%	69.14	20.94	15	100
...I committed myself to more scholarly exchange...	91	91%	61.98	22.48	0	100
...I communicated my research results to the public better...	88	88%	58.64	24.50	0	100
...I was recognized more...	91	91%	57.20	21.62	0	95
...I pursued more professional activities (e.g., editorships, reviews, and positions in professional associations) ...	91	91%	56.81	24.76	0	90
Overall research performance			58.87	18.79		

Two open-ended questions were asked to elaborate on the results acquired through SMRPQ. One is "What are the factors (e.g., individual/ institutional/ system/ national) that you believe have a negative impact on your performance?" and the second is, "What are the factors (e.g., individual/ institutional/ system/ national) that you believe have a positive impact on your performance?" The results of these two questions were further processed using MAXQDA 2022 to derive key themes, leading to an overall conclusion.

The first question was answered by 76 out of 100 individuals. Table 4.3 and Table 4.4 display the codes and frequencies of responses to these open-ended questions. As can be seen from Table 4.3, participants' answers were classified under four major categories. These are individual and job-related, institutional, system, and national factors. Frequencies of the emerged codes showed that academics identified institutional factors as the major causes negatively affecting their performance. Among those, limited resources ($f = 16$) and workload/course load ($f = 13$) were the most frequently reported answers. Additionally, financial support ($f = 16$) and bureaucracy ($f = 8$) were identified as negatively affecting factors at the system level. As for national factors, the political and economic situation of Türkiye ($f = 17$) and

the pandemic and online education phase ($f = 9$) were reported as the main causes adversely influencing their research performance. When it comes to the individual and job-related factors, family roles ($f = 6$) and stress factors ($f = 5$) were unsurprisingly mentioned as the major issues. This question was answered as “individual” by two participants, “institutional” by nine participants, “system” by three participants, and “national” by one instead of providing a more detailed perspective about what those factors referred to.

Table 4. 2. Frequency of the codes about the factors that affect the research performance negatively

	<i>f</i>
Individual and job-related	
Family roles	6
Stress	5
Data collection process	1
Collaboration problems	1
Institutional	
Limited resources	16
Workload/course load	13
Administration	8
Administrative duty	6
Student problems	6
Lack of technical support	4
Academic promotion process	4
Work environment	3
Mobbing	3
Incompetence of the institution	1
Teamwork problems	1
Publication pressure	1
System	
Lack of financial support	16
Bureaucracy	8
Publication evaluation	3
National	
Political and economic situation	17
Pandemic and online education	9
Problems with projects and funding (TÜBİTAK)	6
International prejudice against Türkiye	1

Overall, 78 participants answered the subsequent question concerning the factors positively affecting their research performance. Table 4.4 demonstrates the codes with their frequencies that emerged in the data. As can be seen from Table 4.4, participants' answers were classified under the same four major categories used for the previous question: individual and job-related, institutional, system, and national factors. In line with the results of the last question, participants identified institutional factors most frequently as the factors positively affecting their research performance. The most commonly stated codes under the institutional factors include work environment ($f = 20$) and good students ($f = 14$). Regarding individual factors, qualification of the academics ($f = 15$) (research skills, language proficiency, expertise and knowledge in the field, research drive, and enthusiasm for success) was the most stated code. Regarding system factors, international study opportunities ($f = 4$) and funding ($f = 2$) were mentioned as the main factors that positively affect the research performance. National factors, on the other, were the least reported ones among all, and a relatively higher focus was placed on the information exchange in conferences ($f = 2$) than the other factors mentioned only once. As in the previous questions, some of the participants responded to this question only with the terms indicating the level rather than identifying specific factors ($f = 12$ for individual, $f = 2$ for institutional, & $f = 1$ national).

Table 4. 3. Frequency of the codes about the factors that affect the research performance positively

	<i>f</i>
Individual and Job-related	
Qualifications	15
Job commitment	5
Productivity	4
Family roles	3
Motivation	2
Being open to new things	2
Experience	2
Social life	1
Being disciplined	1

Table 4.3. (cont'd.)

Institutional		
	Work environment	20
	Good students	14
	Academic freedom	4
	Good facilities	4
	Technical support	3
	Administrative duty	2
	Low course load	2
	Institutional*	2
	Positive attitude of the administration	1
System		
	International study opportunities	4
	Funding	2
National		
	Conference participation and knowledge exchange	2
	Projects (TÜBİTAK)	1
	Rewards	1

In summary, participants reported institutional factors more frequently for their positive and negative evaluations concerning the influential factors affecting their research performance than the other factors. Therefore, institutional factors seem to have the potential to impact research performance both negatively and positively.

4.1.1.1. Bivariate Correlation Results

Bivariate correlations of research performance with age, duration of the last title, weekly course load, academic experience before becoming Assistant Professor, academic experience after becoming Assistant Professor, year after Ph.D., national project number, and international project number were calculated. Before running the analysis, linearity and homoscedasticity assumptions were checked and validated by examining bivariate scatter plots.

There was a small and positive correlation between the research performance and the year after the Ph.D., $r = .253$, $n = 73$, $p < .05$, with higher levels of research

performance associated with a greater number of years after the Ph.D (Table 4.4). However, age, duration of the last title, weekly course load, before and after academic experience, and national and international project numbers were not significantly associated with academics' research performance.

Table 4. 4. Bivariate Correlations between research performance and demographic variables

	1	2	3	4	5	6	7	8	9
1.Research Performance	-	.14	.103	.193	.079	.229	.253*	-.116	.220
2.Age		-	.729*	.285*	.399*	.792*	.836*	.225*	.123
			*	*	*	*	*		
3.Duration of the last title			-	.280*	.213*	.735*	.768*	.421*	.197
				*		*	*	*	
4.Weekly course load				-	.219*	.237*	.314*	-.114	-.181
							*		
5.Academic experience before becoming Assistant Prof.					-		.263*	.007	-.193
6.Academic experience after becoming Assistant Prof.						-	.919*	.334*	.167
							*	*	
7.Year after Ph.D.							-	.362*	.140
								*	
8.National project number								-	.311*
									*
9.International project number									-

* $p < .05$. ** $p < .01$.

4.1.2. Results of the t-test, one-way and two-way ANOVAs

To better understand how perceived research performance is related to the demographic characteristics of participants, a series of independent samples t-tests, one-way ANOVAs, and two-way ANOVA were run. Bonferroni correction was made to avoid inflating the Type-1 error, and alpha was divided into the number of analyses performed (Tabachnick & Fidell, 2007). As five t-tests were conducted, alpha was set at .01 (.05/5).

4.1.2.1. Results of the t-tests

Several independent samples t-tests were conducted to determine whether there is a significant difference in research performance perceptions of participants with different demographic characteristics. Before conducting t-tests, the necessary assumptions were checked: independent observations, normality, and homogeneity of variances (Tabachnick & Fidell, 2007). For each analysis, skewness and kurtosis values being between -2 to +2 as suggested by Tabachnick and Fidell (2007), non-significant Levene's test ensured the validation of normality and homogeneity of variance assumptions, respectively (Tabachnick & Fidell, 2007). For independent observation, academics from four universities participated and filled in the forms independently.

The first independent-sample t-test was run to explore how the research performance perception differs for having children and not having children (Table 4.5). There was no significant difference in scores for academics with children ($M = 60.56$, $SD = 17.12$) and academics with no children ($M = 55.48$, $SD = 22.40$) ($t(71) = 1.03$, $p = .31$).

Table 4. 5. Independent samples t-test results for having children

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	Sig(2-tailed)
Children				1.03	71	.31
Yes	54	60.56	17.12			
No	19	55.48	22.40			

Another independent-sample t-test was carried out to compare the research performance scores of academics from Natural and Applied Sciences and Social Sciences (as shown in Table 4.6). The analysis indicated that there was no statistically significant difference in the scores between the two fields of study. Specifically, the mean score for Natural and Applied Sciences was 59.33 with a standard deviation of 19.43, while for Social Sciences, the mean score was 59.03 with a standard deviation of 16.84 ($t(71) = .06$, $p = .95$). The findings of the independent t-test results for the field of study are presented in Table 4.6.

Table 4. 6. Independent samples t-test results for the field of study

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	Sig(2-tailed)
Field of study				.06	71	.95
Natural and Applied Sciences	52	59.33	19.43			
Social Sciences	21	59.03	16.84			

The third independent-sample t-test was performed to evaluate the research performance outcomes between those with an international network and those without one, as depicted in Table 4.7. The analysis revealed no statistically significant difference in the scores between these two groups. Specifically, the mean score for individuals with an international network was 60.57, with a standard deviation of 17.78, while for those without an international network, the mean score was 55.77, with a standard deviation of 19.87 ($t(69) = 1.06$, $p = .30$). The findings are presented in Table 4.7.

Table 4. 7. Independent samples t-test results for an international network

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	Sig(2-tailed)
International network				1.06	69	.30
Yes	44	60.57	17.78			
No	27	55.77	19.87			

The fourth independent-sample t-test was conducted to compare the research performance results between individuals who obtained their Ph.D. locally and those who earned their Ph.D. abroad, as shown in Table 4.8. The analysis indicated that there was no statistically significant difference in the scores between those with a domestic Ph.D. (with a mean of 57.32 and a standard deviation of 18.88) and those with a foreign Ph.D. (with a mean of 63.70 and a standard deviation of 17.55) ($t(71) = -1.35, p = .18$).

Table 4. 8. Independent samples t-test results for Ph.D. university

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	Sig(2-tailed)
PhD university				-1.35	71	.18
Domestic	51	57.32	18.88			
Foreign	22	63.70	17.55			

The last independent-sample t-test was conducted to compare the research performance scores of the ones having administrative duty and not having administrative duty (Table 4.9). There was no significant difference in scores of the ones having administrative duty ($M = 58.56, SD = 14.40$) and having no administrative duty ($M = 59.45, SD = 19.82$) ($t(71) = -.17, p = .86$). The results of the analysis are presented in Table 4.9.

Table 4. 9. Independent samples t-test results for administrative duty

	<i>n</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	Sig(2-tailed)
Administrative duty				-.17	71	.86
Yes	17	58.56	14.40			
No	56	59.45	19.82			

4.1.2.2. Results of the one-way ANOVA

A one-way ANOVA was performed to investigate if there was a significant difference in perceived research performance for the title held: assistant professor, associate professor, and professor. Before conducting one-way ANOVA, the necessary assumptions were checked: independent observations, normality, and homogeneity of variances (Tabachnick & Fidell, 2007). The researcher verified the adherence to these assumptions by examining skewness and kurtosis values falling within the range of -2 to +2. The values should be close to zero, as Tabachnick and Fidell (2007) suggested. Additionally, the non-significant Levene's test confirmed that the assumption of homogeneity of variance was upheld, with p-values exceeding .05 ($p > .05$) (Tabachnick & Fidell, 2007). To ensure independent observations, the researcher prevented any mutual influence among the academics by administering the questionnaire to each at different time points. After the validation of these assumptions, one-way ANOVA was run. The results demonstrated a non-significant difference at the $p < .05$ level in research performance scores for the three academic title groups: $F(2, 70) = 2.73, p = .07$. The results are displayed in Table 4.10.

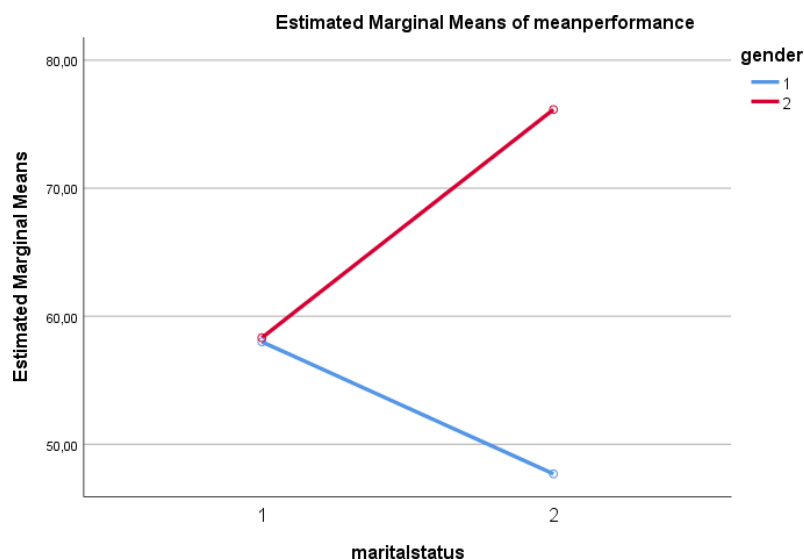
Table 4. 10. ANOVA results for academic title

	<i>n</i>	<i>M</i>	<i>SD</i>	Sum of Squares	Mean Square	<i>df</i>	<i>F</i>	<i>p</i>
Academic Title								
Assistant Prof.	24	53.24	23.41					
Associate Prof.	18	57.93	14.15					
Professor	31	64.65	15.41					
Between Groups				1801.99	901.00	2	2.73	.07
Within Groups				23122.83	330.33	70		

4.1.2.3. Results of two-way ANOVA

A two-way ANOVA was performed to explore the impact of gender and marital status on the perceived research performance of academics. To run two-way ANOVA, the assumptions of random sampling, independent observations, normality, and homogeneity of variances were checked. In two-way ANOVA analysis, the researcher ensured that these assumptions were met by assessing skewness and kurtosis values, which were found to be within the recommended range of -2 to +2. Furthermore, the homogeneity of variance assumption was validated by Levene's test, which indicated that p-values exceeded .05, as stated in Tabachnick and Fidell (2007). To validate the independence of observations, the researcher administered the questionnaire to each participant at different time intervals.

The two-way ANOVA results indicated that there was a significant interaction effect between gender and marital status ($F(1, 88) = 8.26, p = .005$). Thus, the main effects were not interpreted (Table 4.11). The interaction term indicated that males and females who are married or not perceived their research performances differently. Specifically, research performance scores were highest when male academics were not married and female academics were married, as seen in the interaction plot (Figure 4.1).



Note: For gender, 1 indicates female academics, 2 indicates male academics.
For marital status 1 indicates married, 2 indicates single.

Figure 4. 1. Interaction between gender and marital status

Table 4. 11. Two-way ANOVA results for gender and marital status

Source	<i>df</i>	Mean Square	<i>F</i>	<i>p</i>	Effect size
Gender	1	2842.21	8.65	.00	.09
Marital status	1	193.61	.59	.45	.01
Gender*Marital status	1	2715.80	8.26	.01	.09
Error	88	328.73			

4.2. Results of Other Performance and Impact Indicators

Participants were asked both open and closed-ended questions in this part of the survey. The nine closed-ended questions were asked to indicate their level of agreement on a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). On the other hand, for the seven open-ended questions, they were asked to elaborate on their ideas on the matters asked in the closed-ended questions.

Table 4.12 shows each item's descriptive statistics results, including the mean, standard deviations, and minimum and maximum values. As seen in Table 4.12, except for item 8 ($n = 99$, $M = 2.49$, $SD = 1.05$), all items responded with relatively higher scores ($M > 3.50$), indicating high levels of agreement. More specifically, participants evaluated the impact of their research on other academic practices in an inconsistent way. They reported that their community service activities were minimally affected ($n = 99$, $M = 2.49$, $SD = 1.05$), whereas their teaching activities ($n = 99$, $M = 4.19$, $SD = 1.03$) and collaborations with other researchers ($n = 100$, $M = 3.57$, $SD = 1.06$) were impacted more considerably. When they were asked the degree to which they valued the up-to-datedness of their research topics and methods, a very high agreement score was yielded ($n = 100$, $M = 4.48$, $SD = .79$). Apart from this, high scores were achieved in terms of intrinsic motivation ($n = 100$, $M = 4.46$, $SD = .77$), and low scores were seen in terms of extrinsic motivation ($n = 99$, $M = 2.49$, $SD = 1.05$). This suggests that personal satisfaction and fulfillment have a greater impact on them than external mechanisms such as incentives and salary.

Table 4. 12. Descriptive Statistics of Other Performance & Impact Indicators

	<i>n</i>	Response Rate (%)	5 Strongly agree	4 <i>n</i>	3 <i>n</i>	2 <i>n</i>	1 Strongly disagree	<i>M</i>	<i>SD</i>	Min	Max
1. I believe that my research influences/inspires other researchers.	99	99%	33	52	11	2	1	4.15	.77	1	5
2. I believe that my collaborations with other researchers are sufficient.	100	100%	17	44	23	11	5	3.57	1.06	1	5
3. I value the diversity of my research topics and the methods I employ.	100	100%	48	41	9	2	0	4.35	.73	2	5

Table 4.12 (cont'd.)

	<i>n</i>	Response Rate (%)	5-Point Likert Scale (N)					<i>M</i>	<i>SD</i>	Min	Max
			5 Strongly agree	4 <i>n</i>	3 <i>n</i>	2 <i>n</i>	1 Strongly disagree				
4. I value the up-to-datedness of my research topics and the methods I use.	100	100%	61	30	6	2	1	4.48	.79	1	5
5. I believe that my research affects my educational practices/teaching.	99	99%	50	29	11	7	2	4.19	1.03	1	5
6. I consider myself a productive researcher.	100	100%	32	45	14	8	1	3.99	.94	1	5

Table 4.12 (cont'd.)

	<i>n</i>	Response Rate (%)	5 Strongly agree	4 <i>n</i>	3 <i>n</i>	2 <i>n</i>	1 Strongly disagree	<i>M</i>	<i>SD</i>	Min	Max
7. I conduct my research with intrinsic motivation.	100	100%	58	34	5	2	1	4.46	.77	1	5
8. I conduct my research with extrinsic motivation.	99	99%	2	16	31	30	20	2.49	1.05	1	5
9. I believe that my research impacts my community service activities.	100	100%	34	35	20	5	6	3.86	1.13	1	5

The first open-ended question was, “If you assess your influence as high, how do you observe this impact?” This question was asked to support the first Likert-type question, “I believe that my research influences/inspires other researchers.” This question was preferred to be answered by 82 out of 100 individuals. As seen in Table 4.13, the most common indicators of participants' inspirational impact on other researchers emerged as citation ($f = 44$) and feedbacks ($f = 32$). Furthermore, collaboration was mentioned considerably as the third indicator ($f = 15$), which entails the desire of other researchers to work on the same topic and invitations taken.

Table 4. 13. Frequency of the codes about the indicators of the high influence on other researchers

	<i>f</i>
Citation	44
Feedbacks from other researchers	32
Collaboration	15
Interest in academics' research topics	5

Subsequently, participants who rated their impact on other researchers low were asked the following follow-up question: “If you assess your influence as low, what are the reasons for this situation?” Out of 100 participants, only 11 people responded to this question. These 11 academics said they assess their influence on other researchers as low. Among the other questions, this is the least-answered question, which could be explained by the relatively high impact reported by most participants. As seen in Table 4.14, the most significant reason for participants observing low impact is coded as “lack of dissemination ($f = 3$),” which refers to the difficulty in sharing and promoting their research on different outlets such as social media.

Table 4. 14. Frequency of the codes about the indicators of the low influence on other researchers

	<i>f</i>
Lack of dissemination	3
Research topics to be very specific	2
Pandemic-related reasons	2
Lack of support	1
Lack of recognition	1
Motivation loss	1
Low funding	1

The third open-ended question was, "How do you describe the characteristics of the researchers you collaborate with?" This question was asked to support the second Likert-type question, "I believe that my collaborations with other researchers are sufficient." This question was answered by 87 out of 100 individuals. Table 4.15 displays the frequencies and codes that emerged from the participants' answers. As evident from Table 4.15, participants described the researchers they collaborate with as hardworking ($f = 32$), collaborative ($f = 29$), and qualified ($f = 29$). Additionally, they have mentioned that the researchers they collaborate with are enthusiastic ($f = 19$) and disciplined ($f = 15$). Participants mentioned that these comments reflect their enthusiasm for research, diligence, collaborative communication, openness to learning and sharing, eagerness to apply their skills and knowledge, and disciplined and organized work habits. Also, well-known and internationally experienced were mentioned by 12 people only, which is very surprising.

Table 4. 15. Frequency of the codes about the characteristics of the researchers collaborated with

	<i>f</i>
Hardworking	32
Collaborative	29
Qualified	29
Enthusiastic	19
Disciplined	15
Well-known and internationally experienced	12
Curios	8
Open minded	8
Honest	6
Responsible	4

The fourth open-ended question was, "How do your research activities impact your educational activities/teaching practices?" This question was asked to support the fifth Likert-type question, "I believe that my research develops my educational practices/teaching," and responded by a considerable number of participants ($n = 76$). The participants' answers showed that their research endeavors positively

influence their educational activities. Some of them elaborated on this positive influence, stating that their research enhances their students' abilities ($f = 4$), keeps them updated on current issues ($f = 21$), and research exposes them to new topics ($f = 21$). Additionally, some mentioned the updates they make in the content of their courses based on their research findings ($f = 21$). On the contrary, a lower number of participants expressed that research has either had no impact ($f = 5$) or a negative impact ($f = 2$), referring to the fact that research requires considerable time and effort investment, which left them inadequate time for teaching. Table 4.16 displays the frequencies of the codes that emerged from the participants' answers.

Table 4. 16. Frequency of the codes about the research impact on educational activities

	<i>f</i>
Positive effect	
Keeping up with the current issues and new topics	21
Developments in the class syllabus	21
Fostering student competence	4
Research and publication	4
No effect	5
Negative effect	
Extensive time and effort for research	2
In balance (research & education)	1

The next question was, "What are the factors that you think influence your level of productivity?" Out of 100, 82 participants responded to this question. Table 4.17 displays the frequencies and codes of these questions. As seen in Table 4.17, participants identified factors that positively enhance their productivity, such as the quality of their students ($f = 14$), job commitment ($f = 12$), motivation ($f = 8$), and collaboration ($f = 8$). Within the "students" code, there are aspects related to the desire to educate students, maintaining communication with good students, and the quality and motivation of students. The code "discipline" also pertains to working methodically and diligently. In contrast, the code "communication with other academics" relates to engaging in knowledge sharing by maintaining communication

with fellow researchers. In addition, some participants also mentioned factors that negatively affect their productivity, such as economic issues ($f = 12$), academic challenges ($f = 10$), workload ($f = 9$), and current situations (e.g., pandemic, earthquakes, & national issues) ($f = 9$) as the most significant ones. The “economic problems” code includes financial difficulties and income issues. In contrast, the “academic problems” code encompasses topics such as the number of projects, contribution to the literature, publication processes, and associated challenges. This question supported the sixth Likert-type question, “I consider myself a productive researcher.”

Table 4. 17. Frequency of the codes about the factors that influence the level of productivity

	<i>f</i>
Positive	
Students	14
Job commitment	12
Motivation	8
Collaboration	8
Financial support	5
Technical support	4
Being conscientious	4
Being open-minded	3
Experience	2
Communication with other academics	2
Negative	
Economic problems	12
Academic problems	10
Workload/courseload	9
Pandemic, Current Issues & Earthquake	9
Family problems	7
Limited time	2
Job Anxiety	1

Another question was, "What are the sources of your intrinsic and extrinsic motivation in your research?" This question was asked to understand the participants' answers to the Likert-type questions of "I conduct my research with intrinsic motivation" and "I conduct my research with extrinsic motivation." This question was answered by 83 participants. Table 4.18 displays the frequencies and codes of these questions. As indicated in Table 4.18, the results indicated that participants primarily engage in their research driven by intrinsic motivation rather than extrinsic motivation. Regarding intrinsic motivation, participants mentioned that their desire to learn ($f = 31$), pleasure of production ($f = 29$), and curiosity ($f = 17$) most commonly. Additionally, as for extrinsic motivation, criteria of promotion ($f = 12$), recognition ($f = 9$), and salary ($f = 7$) were indicated most frequently. As evident from these findings, academics conduct research driven by intrinsic rather than extrinsic motivation.

Table 4. 18. Frequency of the codes about the intrinsic and extrinsic motivation factors

	<i>f</i>
Intrinsic	
Desire to learn	31
Pleasure to produce	29
Curiosity	17
Desire to share with the public	3
Family	2
Extrinsic	
Criteria of promotion	12
Recognition	9
Salary	7
Better work life	6
Students	5
Communication	3
Influencing others	2
Opportunities	1
Public service	1
Projects	1
Job security	1

The last open-ended question was, "How do your research activities impact your community service activities?" This question was asked to support the ninth Likert-type question, which is "I believe that my research impacts my community service activities." Out of 100 individuals, 52 responded to this question, which is a relatively lower response rate compared to the response rates of other questions (Table 4.19). Among the responses, the most frequently mentioned impact was sharing the research results with the public and raising their awareness ($f = 31$). Additionally, some considered the cultivation of a high-quality younger generation ($f = 6$) as an impact of their research on community service activities. The response to this question was low, and the answers provided were generally focused on the impact of community service. However, the question was about the impact of research on community service, and very few participants emphasized this. Those individuals mentioned that their research informed the community.

Table 4. 19. Frequency of the codes about the impact of research on community service activities

	<i>f</i>
Informing and raising awareness of society about science	31
Positive	6
Raising qualified young generations	6
None	3
Raising awareness about the environment	2
Finding funding	2
Creating new topics	1
The success of the firms	1

CHAPTER 5

DISCUSSION

The present study aimed to show the perception of academics on their research performance and perception differences for the background variables of gender, marital status, having children, academic title, discipline, international network, type of Ph.D. university, and administrative duty. In this chapter, the results are examined in light of pertinent research, followed by the implications and suggestions for further research.

5.1. Discussion of the Study Results

This study was designed as a survey study and had the purpose of exploring the perceptions of academics on their research performance in research universities, understanding how their perceptions vary with their background, and elaborating on the factors changing and shaping their perceptions. The study participants consisted of 100 academics working at four research universities in Ankara. The SMRPQ was used to achieve the main goal of the study. Moreover, additional closed and open-ended questions were asked to complement and further explain the results yielded with the SMRPQ.

The descriptive analysis of the SMRPQ items indicated diverse evaluations of the participants for different research performance indicators, although they were all above 50% except for one item. To illustrate, the means computed for the questions “I was more open to new things,” “I had richer professional knowledge,” and “I researched more innovatively and more originally” were high; however, the means were relatively lower for questions, including “I published more,” “I pursued more professional activities.” The question that had the lowest mean was “I raised more third-party funding.” Taken together, academicians appeared to give lower

percentages to quantity-focused questions or rated themselves lower compared to other majorly quality-focused questions. Thus, the percentages given to quality-focused questions were generally higher. Here, it can be inferred that academics evaluate their performance higher in terms of quality than quantity. The fact that they focus more on quality and the higher means of quality-focused questions also support this interpretation. Furthermore, descriptive statistics results showed that the overall research performance perceptions of academics were moderately high ($M = 58.8$), meaning that academics in the selected universities perceived their overall research performance as 58.8% higher than their selected reference groups. The composition of the sample could explain this relatively high research performance perception. This sample included 29 assistant professors, 22 associate professors, and 49 professors. The sample was partly skewed as the most dominant group in terms of the title held was professors, who had supposedly high research productivity.

Two open-ended questions were asked to delve into the factors influencing research performance. Academics reported individual and job-related, institutional, systemic, and national factors that positively impact their performances. The most common responses were related to work environment, qualifications, and good students. Academics emphasized that the comfort and facilities of the work environment provided, the people they work with, and the success of the students they teach positively influence their research performance. Additionally, they mentioned the positive impact of their qualifications at the individual level. They highlighted the importance of their achievements, competencies, and continuous self-improvement in the field they work in. Additionally, regarding factors negatively affecting their performances, academics mentioned limited resources, lack of financial support, political and economic situations, and workload/course load as the most prominent ones. At the institutional level, they discussed issues such as a shortage of resources, inability to access all resources online, insufficient agreements by their institutions, and the imposition of excessive teaching hours. Furthermore, at the systemic level, low financial support and the inability to find scholarships were mentioned as hindering factors for performance improvement. The reflection of the country's political and economic situation on education, universities, and indirectly on

academics, impeding research performance, was also identified as a problem at the national level.

The two-way ANOVA carried out to analyze the impact of gender and marital status on research performance yielded a significant interaction effect. To be more specific, the research performance of male academics was high when they were not married, and the research performance of female academics was high when they were married. While this finding shows similarity with some studies in the literature, it contradicts others. For instance, the result of this study indicates that male academics perform better when they are single. However, in the literature, Fox (2005), Toutkoushian and Bellas (1999), and Sax et al. (2002) have mentioned that the performance of male academics is higher when they are married. For women in this study, an increase in performance when they are married has been revealed. In the literature, a study suggests that unlike the idea of high performance of married women (Fox, 2005), there is no relationship between women's marriages and performance (Sax et al., 2002). Thus, gender and marital status have a combined effect on the research performance, which could be interpreted as freeing himself from marriage responsibilities and expectations would give male academics more room to produce more and perform better, which seemed to display a contrary pattern for the female academics. This finding could be associated with the gender-related role expectations accompanying marriage in the current culture, how males and females take it or deal with it, or how the need for marriage is perceived differently by males and females. For males, marriage would be considered to hamper the research performance. At the same time, for females, finding married life more satisfying or managing time better because of juggling diverse responsibilities might explain the observed difference.

Even though the scholarship on the combined effect of gender and marital status on research performance was not abundant, there is a rich knowledge of how gender varies research productivity, which sometimes touches upon the role of marriage in this relationship. For instance, Lee and Bozeman (2005) suggested that women's tendency to collaborate less, have fewer networks than men, experience discrimination during resource distribution, and favor men over women could be the

factors limiting women's publication performance. Astin and Hirsch (1978) additionally suggested that women may experience lower research performance due to a higher workload in their homes and personal lives, stemming, for instance, from marriage and child-rearing responsibilities compared to men. In line with these findings, Prpic (2002) and Stack (2004) observed higher performance among male academics in their studies than their female counterparts. Although studies in the literature indicate that women publish less than men, some studies suggest the opposite, stating that women do not publish less. In the study by Davis and Patterson (2001), it was observed that women did not publish less than men in any way. As for the marriage effect on research performance, Hesli and Lee (2011) mentioned that married academics tend to publish more than single academics. Similarly, gender and marriage interaction on productivity, as shown by Lee and Bozeman (2005), partly agree with the current study's finding that married men typically exhibit the highest productivity, while unmarried women generally display the lowest productivity. In this aspect, the higher performance shown by married female academics in this study aligns with their research, while the result for married male academics has yielded contrasting outcomes.

Moreover, the results of the current study indicated a positive correlation between research performance and the time after PhD was earned. The longer this period is, the higher the research performance of academics tends to be. This finding was not surprising given that the duration after the degree could be seen as equivalent to the time they gain experience on the job about research, publications, and projects, greater opportunity to build up new or expand the existing network, and further exposure to the latest knowledge, methods, and perspectives. This relationship was in line with the literature if the time after PhD is spent on broadening experience. To exemplify, Van den Besselaar and Sandström (2016) indicated that the year of obtaining a Ph.D. could be a performance factor. Similarly, Astin (1984) concluded that experience, as well as gender, marital status, age, and field specialization, are the predictors of research performance, which was a finding supported by Blackburn et al. (1991), who mentioned that gender and career age as the factors impacting research performance.

Contrary to these findings, in the present research, bivariate correlations did not yield significant relationships between research performance perceptions and the variables of age, year in the current title, weekly course load, experience before and after holding the assistant professor title, and national and international project numbers. Similarly, research performance perceptions did not significantly differ for the title held, administrative duty, type of Ph.D. university, having an international network, field of study, and having children. The nonsignificant relationships of the study between research performance and the diverse variables representing the background, workload, and experience might stem from the nature of the sample being skewed as the participants were selected from only research universities where productivity is expected to be high and they were already employed by merit-based evaluation. Similarly, the volunteers who participated in this study could be the more productive ones with greater confidence in self-evaluations. Thus, the measurement instrument might fail to distinguish between the academics based on the tested characteristics.

Those findings of the study also mainly contrasted with the current literature and suggested that research performance perceptions are not determined by the background of the academics and the conditions under which they work. However, the nonsignificant difference between the research performance perceptions of academics with children or not is partly in line with the literature, given the inconsistencies in the findings. For instance, Fox (2005) has stated that having preschool-aged children increases the research performance of both female and male academics. Conversely, Stack (2004) has mentioned that having preschool-aged children can increase the workload for female academics, reducing their performance and resulting in fewer publications. Different from the others, Abramo et al. (2009) emphasized that there is no definitive and clear-cut conclusion regarding having children.

However, discrepancies with the previous research were concluded for the rest of the findings. To exemplify, the literature indicated age effect on performance to a certain extent, potentially through proxying age with the experience and eventually with greater recognition. Lehman (1953), for example, mentioned that researchers are

most productive in their late 30s to early 40s, and then their productivity decreases. According to Bonaccorsi and Daraio (2003), supporting the Matthew effect (Merton, 1968), researchers who gain recognition early in their careers receive rewards and use them for further research. If this is true, the productivity difference among researchers will increase over time. In this study, there was no relationship between age and research performance. Instead of age, a positive relationship was found between the year after Ph.D. and performance. However, for Lehman (1958), age and field of study also confluence research productivity. More specifically, he indicated that the increasing productivity with age varies by discipline. Individuals were found to be more productive at a younger age in areas such as mathematics and physics. In contrast, in fields requiring more accumulated knowledge, such as geology and biology, individuals were more productive at an older age. However, not only was the age itself or its interaction with the field of study effective in changing research performance, but the field of study was also a significant factor that created variation. According to the National Science Board, 2000 Research performance varies according to the discipline in a way that Natural and Applied Sciences tend to publish more than Social Sciences. This finding was attributed to differences in interdisciplinary collaboration, the number of academics hired in that discipline, and the more significant budget allocated to that field (Stack, 2004). Another variable potentially proxied to experience after a Ph.D. was considered the title held by the academics, which was shown to be associated with the research performance by Blackburn et al. (1978), who stated that in the United States, professors perform and publish at a higher rate than assistant and associate professors. Additionally, Dickson (1983) and Kyvik (1990) conducted a similar study in Canada and Norway, respectively, and obtained similar results, which were also mirrored by Hesli and Lee (2011), who stated that professors publish more compared to other titles.

In addition, participants were asked additional close and open-ended questions to elaborate on their performance and impact perceptions and provide further details on how their perceptions are shaped. Participants' responses to the open-ended questions revealed that they observed a high impact on their colleagues, mainly observed through citations and feedback. Furthermore, participants typically prefer to

collaborate with diligent, cooperative, and talented researchers when conducting research. Participants mentioned that working with individuals possessing those characteristics enhanced their work performance and enabled them to produce higher-quality work. They emphasized that collaborating with talented and collaborative researchers increased the quality of their work compared to working alone. Those findings supported the study of Abbasi et al. (2011), which indicated that researchers working alone perform less than those working with collaborative and specialized individuals in the field. Additionally, participants mentioned that staying updated on current and new topics closely influences their educational activities and contributes to the content of their research. Moreover, they expressed that their love for their work and motivation positively impact their productivity, while economic and academic issues and workload negatively affect it. In this study, one of the supportive questions examining research performance was related to intrinsic and extrinsic motivation. Academics discussed that their intrinsic motivation is driven by a desire to learn and the joy of creating, while promotion criteria and recognition were counted as external motivators. Here, one can say that participants exhibit high internal motivation when showcasing their research performance, and their love for their work, commitment, and curiosity for research are the sources. However, one can also say that they are not motivated by external factors as much as they are motivated by internal ones. This is partly due to the problems of existing criteria and approach utilized for promotions and their expectation of support mainly from the institutions they are affiliated with. In this respect, a need for stronger academic leadership to be displayed appeared to be an important factor for the creation of the factors breeding and maintaining internal and external motivation for research. However, the sources of motivation found in this study contrast with what Åkerlind (2008) mentioned. According to him, conducting research for an academic position is a requirement, and that research has an external focus. Therefore, he stated that the primary motivations are generally extrinsic, which often revolve around maintaining this position and fulfilling job requirements. Finally, when discussing factors influencing their community service activities, academics mentioned the importance of informing the community about science and nurturing a new and talented generation.

5.2. Implications for Practice and Policy

Universities aim to provide quality education. Qualified academics play a crucial role in delivering quality education. To measure the qualification, the assessment of academic performance is necessary. In other words, academics' academic performance, specifically their research performance, is measured. In this context, academics are expected to have a high research performance and the ability to produce quality publications. In this study, the first factor positively influencing research performance was identified as the institutional factors. Building on this, aiming for an increase in research performance in universities could be targeted by focusing on the comfort of the working environment for academics. At this stage, providing a conducive environment for academics (supportive atmosphere and managerial practices) could be crucial in facilitating their work. Additionally, successful students at the institutional level emerged as a motivating factor for academics, enhancing research and work performance. Based on this, universities can achieve success by attracting successful students, thus boosting academic performance. Furthermore, academics mentioned that qualifications are an individual-level factor that enhances their performance. Here, universities can support academics in improving their qualifications by providing opportunities for personal/professional development and enhancing their conditions for multicultural skill advancement for international collaborations and networking opportunities for performance improvement.

Additionally, concerning negative factors influencing performance, limited resources were mentioned most frequently at the institutional level, while lack of financial support was highlighted at the system level. Similarly, the low impact created on the other academics was mainly associated with the lack of opportunities for dissemination and making themselves known to other researchers. Based on these results, institutions aiming to enhance performance could focus on increasing the resources and opportunities for high-quality research, further networking and collaborations, and dissemination. Moreover, more frequent interaction and knowledge exchange with the grant-providing institutions can be organized to ensure the necessary and stronger assistance for grant applications. Furthermore, at the

institutional level, academics mentioned that an excessive workload and course load negatively impact their performance. Building on this, institutions can improve performance by assigning a fair workload to academics and giving more room for research. Also, they can make arrangements for the course hours, administrative duties, and administration paperwork so that academics may feel less overwhelmed by the workload.

Despite academics' high-performance perceptions, this study reveals that the scope and constraints of their publications can limit their potential. Therefore, instead of implementing a policy that would make them feel constrained and potentially lead to a decline in performance, a new evaluation system could be established to enhance academic freedom, where a wide range of publications and other practices of academics can be assessed, and their curiosity can be nurtured. The results of this study suggest that academics are mainly driven by internal motivation, although external motivators have merit in their performance. In this regard, while supporting the sources of intrinsic motivation, institutions should focus mainly on promotion criteria to strengthen their productivity. In this regard, in the performance measurement process, besides the measurements of the Web of Science publications based on specific criteria emphasizing quantity, criteria measuring quality and impact should be introduced while avoiding the one-size-fits-all approach. This approach can create a more balanced environment that does not overly constrain academics and considers both quantity and quality aspects in performance evaluation.

Universities have three main goals: research, teaching, and community service. While universities have such objectives, the focus is predominantly on research. In Türkiye, when focusing on research and measuring research performance, adhering to specific criteria for publications in international journals, the requirement for publications in English, and the continued emphasis on the Web of Science may hinder the increase in research performance. Although some fields may have topics suitable for publication in Q1, Q2, and Q3 journals, unfortunately, these journals may not be suitable for all fields. Therefore, academics aiming to publish in these journals may find their research scope narrowed. Academics must be able to freely

choose their research topics and create content in their respective fields. This freedom will enhance performance and consequently showcase the success universities aim for. Thus, it is essential to create an environment where academics can continue their research without any imposition, feeling pressured, and with sufficient motivation.

Research performance is not only related to individuals themselves but also closely related to the institutions and policymakers. Therefore, academic leadership is crucial in providing support and ease to academics for greater research performance. Thus, field-sensitive evaluations that would be more inclusive regarding the indicators utilized, an environment where academic freedom is highly valued, and institutions providing technical and financial support to academics will enhance performance. Academics producing publications in a threatening environment, being constantly pushed to progress along a particular line, and consequently experiencing decreased motivation may display lower research performance. At this point, providing support at the institutional and national levels may boost performance by ensuring that academics experience needed support under the enabling conditions.

5.3. Recommendations for Further Research

This study aimed to explore the research performance perceptions of academics through a survey design. Yet, particularly the methodological shortcomings of the study and the yielded results suggest further avenues of research.

To illustrate, the answers to the closed and open-ended survey questions brought about other unanswered questions. Thus, interviews with academics should be conducted to understand research performance better and how academics assess themselves. This would allow them to express themselves clearly and in a more detailed way. In addition, this study was conducted solely with state research universities in Ankara. It could be extended to include private research universities and other research universities across Türkiye to gain deeper insight into the issue. This expansion would also lead to a more comprehensive understanding. Furthermore, the low sample size of this study and the sampling strategy utilized to

be convenient reduced the external validity to a great extent. The heterogeneity of the sample was also the drawback of this approach which was also visible through the proportions of the participants from different the fields of study in the sample. In other words, 23 academics in the sample were from the social sciences while 77 were from the natural and applied sciences. This difference stemmed from the refusal of the many academics in the social sciences to participate in this study as they found the survey complex and time-consuming to fill out, while academics working in the natural and applied sciences found it interesting, different, and easy to complete. Since the Natural and Applied Sciences include departments such as engineering, physics, and mathematics, this relatively more positive attitude could be explained by their affinity for numbers and, thus, perceived ease of writing percentages and comparing themselves with their colleagues. Based on those limitations, further studies are recommended to increase the sample size and ideally utilize random sampling strategies to reach more generalizable results.

Furthermore, SMRPQ was adapted to Turkish in this study; yet, limited validity evidence could be provided. Thus, additional studies using the SMRPQ, introduced in the Turkish literature, would not only yield further validity evidence for the measure but also provide a more comprehensive understanding of research performance in Türkiye. Additionally, exploring different backgrounds of the academics to be explored in relation to SMRPQ would also be an important addition to the scope of the further studies.

Also, some findings contrasting with the existing literature were yielded in this study. For example, Sax et al. (2002) could not find a connection between women's marriages and research performance. However, in this study, it was found that women exhibited higher performance when married. Therefore, further research should be conducted to understand the patterns better in the population and the reasons for these discrepancies. A comparative analysis can also be conducted with the existing research performance and publication data to support or extend the findings yielded with the SMRPQ. Lastly, conducting research with research universities in Europe or other regions could provide insights into academics' research performances on a more global scale.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
MIDDLE EAST TECHNICAL UNIVERSITY

DUMLUPINAR BULVARI 06800
ÇANKAYA ANKARA/TURKEY
T: +90 312 210 22 91
F: +90 312 210 79 59
ueam@metu.edu.tr
www.ueam.metu.edu.tr

Konu: Değerlendirme Sonucu

27 OCAK 2023

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç. Dr. Merve Zayim-Kurtay

Danışmanlığını yürüttüğünüz Dilan ÇAMALAN'ın "ARAŞTIRMA ÜNİVERSİTELERİNDE
GÖREV YAPAN AKADEMİSYENLERİN UYGULAMALARININ ETKİLERİNE İLİŞKİN
ALGISI" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek
0095-ODTÜİAEK-2023 protokol numarası ile onaylanmıştır.

Bilgilerinize saygılarımla sunarım.

Prof. Dr. Sibel KAZAK BERUMENT
Başkan

Prof. Dr. İ. Semih AKÇOMAK
Üye

Doç. Dr. Ali Emre Turgut
Üye

Dr. Öğretim Üyesi Şerife SEVİNÇ
Üye

Dr. Öğretim Üyesi Murat Perit ÇAKIR
Üye

Dr. Öğretim Üyesi Süreyya ÖZCAN KABASAKAL
Üye

Dr. Öğretim Üyesi Müge GÜNDÜZ
Üye

B. APPROVAL OF THE GAZİ ÜNİVERSİTY HUMAN SUBJECTS ETHICS COMMITTEE

Evrak Tarih ve Sayısı: 05.04.2023-E.628566



T.C.
GAZİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Etik Komisyonu

Sayı : E-77082166-302.08.01-628566
Konu : Bilimsel ve Eğitim Amaçlı

05.04.2023

Sayın ~~Doç. Dr. Merve~~ ZAYİM- KURTAY
Orta Doğu Teknik Üniversitesi
Eğitim Fakültesi
Eğitim Bilimleri Bölümü

Tez Danışmanı olduğunuz, Üniversitemiz Sosyal Bilimler Enstitüsü Eğitim Bilimleri Ana Bilim Dalı Yüksek Lisans Öğrencisi Dilan ~~ÇAMALAN~~ın "Araştırma Üniversitelerinde Görev Yapan Akademisyenlerin Uygulamalarının Etkilerine İlişkin Algısı" adlı tez çalışması ile ilgili konu Üniversitemiz Etik Komisyonunun 04.04.2023 tarih ve 07 sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2023 - 456

Prof. Dr. Fazlı POLAT
Rektör Yardımcısı

Ek:1 Liste

Belge Doğrulama Kodu :BSR7S8P4YZ

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Takip Adresi : <https://www.turkiye.gov.tr/gazi-universitesi-ehys>

Emniyet Mahallesi Bandırma Caddesi No:61 06560 Yenimahalle/ANKARA
Tel:0 (312) 202 20 57 - 0 (312) 2... Faks:0 (312) 202 38 76
İnternet Adresi :<http://etikkomisyon.gazi.edu.tr/>

Bilgi için :Nursel Güner
Genel Evrak Sorumlusu
Telefon No:202 20 57



Bu belge, güvenli elektronik imza ile imzalanmıştır.

TOPLANTI TARİHİ : 04.04.2023		TOPLANTI SAYISI : 07	
ADI – SOYADI		İMZA	
Prof. Dr. İsmail KARAKAYA BAŞKAN			
~~Prof. Dr. Zehra~~ GÖÇMEN BAYKARA BAŞKAN YRD.		KATILAMADI	
~~Prof. Dr. C. Haluk~~ BODUR			
~~Prof. Dr. Secil~~ ÖZKAN			
~~Prof. Dr. Cevriye~~ TEMEL GENCER			
~~Prof. Dr. İlkkay~~ ULUTAŞ			
~~Prof. Dr. Ayşe~~ GÖNENÇ		KATILAMADI	
~~Prof. Dr. Kemal~~ DENİZ			
~~Prof. Dr. Malhula~~ GEZMEN KARADAĞ			
~~Prof. Dr. İlyas~~ OKUR		KATILAMADI	
~~Prof. Dr. Nihan~~ KAFA			
~~Doç. Dr. Melek~~ Gülşah ŞAHİN			
~~Doç. Dr.~~ Gökhan DELİCEOĞLU			
~~Doç. Dr. Elvan~~ İNCE AKA			

Bu belge dijital elektronik imza ile imzalanmıştır.

C. APPROVAL OF THE HACETTEPE UNIVERSITY HUMAN SUBJECTS ETHICS COMMITTEE



T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-044-00002828386
Konu : Dilan ÇAMALAN Hk. (Etik Komisyon İzni)

8.05.2023

ORTA DOĞU TEKNİK ÜNİVERSİTESİ REKTÖRLÜĞÜNE

İlgi : 12.04.2023 tarihli ve 54850036-044-E.372 sayılı yazınız.

Üniversitemiz Eğitim Bilimleri Anabilim Dalı Eğitim Yönetimi ve Planlaması yüksek lisans programı öğrencisi Dilan Çamalan'ın, Doç. Dr. Merve ZAYİM KURTAY'ı danışmanlığında yürütmekte olduğu "Araştırma Üniversitelerinde Görev Yapan Akademisyenlerin Uygulamalarının Etkilerine İlişkin Algısı" başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun 25 Nisan 2023 tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Sibel AKSU YILDIRIM
Rektör Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Kodu: 41D976D2-3BA8-409C-882D-FBA515E8EEC2

Belge Doğrulama Adresi: <https://www.sankiye.gov.tr/ta-chys>

Adres: Hacettepe Üniversitesi Rektörlük 06100 Sıhhiye-Ankara

Bilgi için: Duygu Duden İLERİ

E-posta: yaziml@hacettepe.edu.tr İnternet Adresi: www.hacettepe.edu.tr Elektronik

Bilgisayar İşletmeni

Adı: www.hacettepe.edu.tr

Telefon: .

Telefon: 0 (312) 305 3001-3002 Faks: 0 (312) 311 9992

Kep: hacettepeunivresitesi@hs01.kep.tr



D. CONSENT FORM

GÖNÜLLÜ KATILIM FORMU

Bu araştırma, ODTÜ Eğitim Bilimleri Eğitim Yönetimi ve Planlaması Anabilim dalı öğrencisi Dilan Çamalan tarafından Doç. Dr. Merve Zayım-Kurtay danışmanlığında yüksek lisans tez çalışması kapsamında yürütülmektedir. Bu form sizi araştırma koşulları hakkında bilgilendirmek için hazırlanmıştır.

Çalışmanın Amacı Nedir?

Bu çalışmanın amacı, Ankara'daki araştırma üniversitelerinde görev yapan akademisyenlerin uygulamalarının ve faaliyetlerinin etkisine ilişkin algılarını incelemektir.

Sizden Topladığımız Bilgileri Nasıl Kullanacağız?

Araştırmaya katılımınız tamamen gönüllülük temelinde olmalıdır. Cevaplarınız tamamıyla gizli tutulacak, sadece araştırmacılar tarafından değerlendirilecektir. Çalışmada sizden kimlik belirleyici hiçbir bilgi istenmeyecek, elde edilecek bilgiler kişilerin mahremiyetiniz korunarak raporlanacak ve yalnızca bilimsel yayın ortaya çıkarmak amacıyla kullanılacaktır. Sizden topladığımız verileri inceleme hakkınız bulunmaktadır.

Katılımla ilgili bilmeniz gerekenler:

Çalışma kapsamında kullanılan ölçme araçları genel olarak kişisel rahatsızlık verecek sorular içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden ötürü kendinizi rahatsız hissederseniz katılımı sonlandırmakta serbestsiniz. Böyle bir durumda araştırmacıya, katılıma devam etmek istemediğinizi söylemeniz yeterli olacaktır. Eğer katılımı tamamlamazsanız, sizden elde edilen veriler imha edilecek ve çalışmaya dahil edilmeyecektir.

Araştırmayla ilgili daha fazla bilgi almak isterseniz:

Katılım sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katkıda bulunduğunuz için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak için adresine e-posta gönderebilirsiniz.

Yukarıdaki bilgileri okudum ve bu çalışmaya tamamen gönüllü olarak katılıyorum.

Ad-Soyad

Tarih

İmza

---/---/---

E. PERMISSION TO USE SMRPQ



Martin Daumiller <Martin.Daumiller@

Kime: Siz

Bilgi: MERVE ZAYİM KURTAY (via 2019-2020SPRING)



26.04.2022 Sal 10:38



Dear Dilan,

This sounds very interesting! The whole measure is included in the article itself (Table 1). It should be pretty straightforward to translate it to Turkish. Do let me know if you have any questions or if there is something else I can help with. We have a few of our scales (achievement goals for example) also translated and validated to Turkish as we planned to conduct a study there regarding faculty members' research attitudes and behaviors. Let me know if they might also be of interest to you.

Best,
Martin



F. DEMOGRAPHIC INFORMATION FORM

Değerli Katılımcı,

Bu çalışmanın amacı, Ankara'daki araştırma üniversitelerinde görev yapan akademisyenlerin araştırma performanslarına ilişkin algılarını incelemektir. Anket sorularını içtenlikle doldurmanız doğru sonuçlara ulaşmamızı sağlayacaktır. Lütfen soruları boş bırakmamaya ve sadece tek bir seçenek işaretlemeye özen gösteriniz. İlginiz ve değerli görüşleriniz için şimdiden teşekkür ederim.

Dilan Çamalan

ODTÜ, Eğitim Bilimleri Bölümü Yüksek Lisans Öğrencisi
e-mail:

BÖLÜM I: Bu kısımdaki maddeler sizinle ilgili genel bilgileri ortaya çıkarmayı amaçlamaktadır. Lütfen her bir maddeyi okuyarak sizin için en uygun seçeneği işaretleyiniz.

Cinsiyetiniz: (Lütfen yazınız.)..... Yaşınız: (Lütfen yazınız.).....	Dr. Öğretim Üyesi olmadan öncelki akademik deneyiminiz (Araştırma görevliliği dahil); 8.(yıl/ay) Dr. Öğretim Üyesi olduktan sonraki akademik deneyiminiz; (yıl/ay) Uluslararası bir akademik ağın üyesi misiniz? (Uluslararası dernek, araştırma ağı vb.) 9. ☐ Evet ☐ Hayır
Medeni durumunuz: 2. ☐ Evli ☐ Bekar ☐ Diğer	Doktoranızı aldığınız üniversite? 10. ☐ Yurtiçi ☐ Yurtdışı
Çocuğunuz var mı? 3. ☐ Evet ☐ Hayır	Doktoranızı aldığınız yıl? (Lütfen yazınız.) 11.
Akademik unvanınız nedir? 4. ☐ Doktor Öğretim Üyesi ☐ Doçent ☐ Profesör	Hali hazırda yürüttüğünüz bir idari göreviniz var mı? 12. ☐ Evet (Lütfen belirtiniz.)..... ☐ Hayır
Son akademik unvanınıza kaç yıldır sahipsiniz? (Lütfen yazınız.).....	Cevabınız evet ise; bu idari görevin size ne kadar ekstra iş yükü getirdiğini düşünüyorsunuz? 1 (Hiç) 2 3 4 5 (Çok Fazla) ☐ ☐ ☐ ☐ ☐
Görev yaptığınız fakülte/enstitü/yüksekokul: (Lütfen yazınız.)..... Görev yaptığınız anabilim dalı: (Lütfen yazınız.).....	13. Tamamlanmış ya da devam etmekte olan ulusal proje sayınız nedir? (Lütfen yazınız.)..... Tamamlanmış ya da devam etmekte olan ulusal proje sayınız nedir? (Lütfen yazınız.).....
Haftalık ders yükünüz: (Lütfen yazınız.)(saat)	

G. SMRPQ AND OTHER PERFORMANCE AND IMPACT INDICATORS

BÖLÜM II: Aşağıda araştırmalarınızla ilgili birkaç gösterge yer almaktadır. Maddeleri değerlendirirken objektif olmanızı rica ederiz. Verilen maddeleri yanıtlarken;

- Lütfen sizinle aynı alanda çalışan ve aynı unvana sahip araştırmacıları referans alınız. Örneğin, eğitim bilimleri alanında çalışan bir doçentseniz, lütfen değerlendirmelerinizi sizinle aynı alandaki diğer tüm tanıdığınız doçentleri temel alarak yapınız.
- Lütfen maddelerde bahsi geçen etkinliklerinizi referans aldığınız araştırmacıların yüzde kaçından yüksek değerlendirdiğinizi belirtiniz. Örneğin, bir kişi 192 cm boyundadır. Kendisinin diğer kişilerin %95'inden daha uzun olduğunu tahmin etmektedir. Başka bir kişi 175 cm boyundadır. Kendisinin diğer kişilerin %50'sinden daha uzun olduğunu tahmin etmektedir.

Lütfen değerlendirmenizi "%....." formatında yazınız.	Son 5 yılda benimle aynı unvanda ve benimle aynı alanda olan akranım araştırmacıların tahmini olarak % ____ 'den/dan;
%.....	1. Daha fazla yayın yaptım.
%.....	2. Daha nitelikli yayınlar yaptım.
%.....	3. Daha yenilikçi ve daha özgün araştırmalar yaptım.
%.....	4. Yöntemsel olarak daha "yansıtıcı" çalıştım. (Yansıtıcı: kendinizi geliştirmek için yöntemsel deneyim ve eylemlerinizi aktif olarak analiz etmek ve farklı yöntemsel yaklaşımları kullanmak)
%.....	5. Daha zengin mesleki bilgi edindim.
%.....	6. Dış kaynak sağlayıcılardan daha fazla fon elde ettim (doktora/ doktora sonrası araştırma bursları dahil).
%.....	7. Daha fazla yeni fikirlere açık oldum.
%.....	8. Daha çok bilimsel paylaşımda bulundum.
%.....	9. Daha iyi bir şekilde araştırma sonuçlarımı kamuoyuna ilettim.
%.....	10. Daha fazla tanındım.
%.....	11. Daha fazla profesyonel faaliyette bulundum (örneğin editörlükler, hakemlikler ve mesleki örgütlerdeki roller).
12. Performansınızı olumsuz etkilediğini düşündüğünüz faktörler (bireysel/kurumsal/sistemsel/ulusal) nelerdir?	
13. Performansınızı olumlu etkilediğini düşündüğünüz faktörler (bireysel/kurumsal/sistemsel/ulusal) nelerdir?	

Aşağıda araştırma performansınıza yönelik maddeler yer almaktadır. Lütfen soruları dürüst ve açık bir şekilde yanıtlayınız.

Lütfen aşağıdaki soruları son beş yıldaki araştırma performansınızı düşünerek cevaplayınız.	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle katılıyorum
1. Araştırmalarımın diğer araştırmacıları etkilediğini/ilham verdiğini düşünüyorum.	1	2	3	4	5
Etkinizi yüksek değerlendiriyorsanız bu etkiyi nasıl gözlemliyorsunuz?					
Etkinizi düşük değerlendiriyorsanız bu durumun sebepleri nelerdir?					
2. Diğer araştırmacılarla yaptığım iş birliklerinin yeterli olduğunu düşünüyorum.	1	2	3	4	5
İş birliği yaptığınız araştırmacıların özelliklerini nasıl tanımlarsınız?					
3. Çalışma konularım ve kullandığım yöntemlerin çeşitliliğini önemsiyorum.	1	2	3	4	5
4. Çalışma konularım ve kullandığım yöntemlerin güncelliğini önemsiyorum.	1	2	3	4	5
5. Yaptığım araştırmaların eğitim öğretim faaliyetlerimi geliştirdiğini düşünüyorum.	1	2	3	4	5
Araştırmalarınız eğitim öğretim faaliyetlerinizi nasıl etkiliyor?					
6. Kendimi üretken bir araştırmacı olarak değerlendiriyorum.	1	2	3	4	5
Üretkenlik düzeyinize etki ettiğini düşündüğünüz faktörler nelerdir?					

7. Araştırmalarımı içsel motivasyonla yapıyorum. (İçsel motivasyon: Dışsal faktörlerden bağımsız olarak kişinin belirlediği amaçları yerine getirirken kendi kendini motive etmesidir.)	1	2	3	4	5
8. Araştırmalarımı dışsal motivasyonla yapıyorum. (Dışsal motivasyon: Dışarıdan gelen bir ceza veya ödül doğrultusunda harekete geçme eylemine denir.)	1	2	3	4	5
Araştırmalarınızda içsel ve dışsal motivasyon kaynaklarınız nelerdir?					
9. Yaptığım araştırmaların topluma hizmet faaliyetlerimi etkilediğini düşünüyorum.	1	2	3	4	5
Araştırmalarınız topluma hizmet faaliyetlerinizi nasıl etkiliyor?					

Aşağıda işinizden sağladığınız doyum düzeyinizi saptamaya yönelik maddeler yer almaktadır. Lütfen her soruyu dikkatle okuyunuz ve her soruda size verilen seçeneklerden durumunuzu en iyi yansıtan seçeneği işaretleyiniz.

Aşağıdaki soruları son beş yıldaki iş doyum düzeyinizi düşünerek cevaplayınız.	Hemen hemen hiçbir durumda	Pek az durumda	Bazı durumlarda	Hemen hemen bütün durumlarda
1. İşinizde bilgi ve becerilerinizi kullanabiliyor musunuz?	1	2	3	4
2. İşinizde görevleriniz belirli midir?	1	2	3	4
3. Yaptığınız iş size başarı ve övünme hissi veriyor mu?	1	2	3	4
4. İşinizde kendinizi çoğunlukla tatmin olmuş hisseder misiniz?	1	2	3	4
	Çok az istekli	Az istekli	Çok istekli	Pek çok istekli
5. Her gün işinize ne derece istekli gelirsiniz?	1	2	3	4
	İşim monoton	Oldukça monoton	Fazla monoton değil	Hiç monoton değil
6. Görevlerinizi tanımlamanız gerekirse aşağıdaki cevaplardan hangisini seçersiniz?	1	2	3	4
	Çok az seviyorum	Az seviyorum	Çok seviyorum	Pek çok seviyorum
7. İşinizi ne derece seviyorsunuz?	1	2	3	4

	Çok az	Az	Çok	Pek çok
8. Yapmakta olduğunuz işi en sevdiğiniz arkadaşınıza ne derece tavsiye edersiniz?	1	2	3	4
9. Sizin yapmakta olduğunuz işi yapan diğer kişiler genellikle işlerini ne derece severler?	1	2	3	4
	Hiç inandırıcı değilim	Az inandırıcı	Çok inandırıcı	Pek çok inandırıcı
10. İşinizdeki başarılarınızın yöneticilerinizce yeteri kadar takdirle karşılandığına inanıyor musunuz?	1	2	3	4

Katıldığınız için teşekkür ederim.



H. TURKISH SUMMARY / TRKE ZET

ARAřTIRMA NİVERSİTELERİNDE AKADEMİSYENLERİN ARAřTIRMA PERFORMANSLARINA YNELİK ALGILARI

1.GİRİř

niversiteler, arařtırma, ğretim ve toplumsal hizmet olmak zere  misyon tarafından řekillendirilir (Etzkowitz, 2001). Scott (2006), ğretimi, insanlıđın en temel sosyal arzularından birini karřılamaya evrim olarak tanımlamıřtır. niversitelerde ğretim, ğrencilerin en temel arzularını karřılamak iin bir misyon haline gelmiřtir. niversiteler, bu sosyal talebi akademik olarak karřılamaktadır. Diđer taraftan, toplumsal hizmet, akademisyenlerin bilgisini topluma aktarmaktır (Montesinos vd., 2008). niversitelerin nc misyonu olan arařtırma genellikle en odaklanılmıřı ve dikkat ekenidir, nk bilgiye dayalı bir toplum iin niversiteler arařtırma yoluyla yeniliki sistemleri srdrmeli ve geliřtirmelidir (Snchez-Barrioluengo, 2014). Ayrıca, niversitelerin performansları arařtırma yoluyla deđerlendirilmekte ve bu deđerlendirme uluslararası ve ulusal sıralamalar, etki deđerlendirmesi, terfi ve teřvik dađıtımı iin kullanılmaktadır. Bu bađlamda, niversitelerin arařtırma performansının nasıl lldđ nemli bir soru olarak ortaya ıkmaktadır. Arařtırma performansı, genellikle arařtırmacıların bađlılıđı, yayın retkenliđi ve endeksler gibi temel parametrelere gre llmektedir (Montesinos vd., 2008).

Teknolojinin etkisi ve hızlı yenilenmenin etkisiyle dnya ok hızlı bir řekilde deđiřmeye bařlamıřtır. Bu deđiřim, ekonomi ve toplum gibi her alanı olduđu gibi niversiteleri ve akademiye de etkilemiřtir. Kreselleřmenin etkisiyle niversiteler, sosyal, ekonomik ve kltrel deđiřikliklerle daha fazla btnleřmiřtir. Belirli standartlara uygun olup bu yeniliklere ayak uydurabileceklerini kanıtlamak amacıyla niversiteler iin belirli sıralamalar yapılmaktadır. Dnya genelinde veya ulusal dzeyde yapılan sıralamalarda yer alabilmek, talebi ve ekiciliđi artırmak iin

üniversitelerin rekabet etmeleri gerekmektedir. Üniversiteler, en iyi öğrencileri seçmek için en iyi akademisyenleri bir araya getirmeyi içeren bir hedef belirlemişlerdir (Olçay & Bulu, 2016). Bu sıralamalar, dünya genelinde sıralama sistemleri veya endeksler tarafından yapılmıştır. Bu sıralamaların temel ve en önemli ölçümü araştırma performansıdır (Dill & Soo, 2005). Sıralama sistemleri genellikle küresel veya ulusal düzeyde yapılmıştır. En popüler küresel sıralama sistemleri, Academic Ranking of World-class Universities (ARWU) ve Times Higher Education World University Rankings (THE) iken, Türkiye'de ulusal sıralama sistemi University Ranking by Academic Performance'tır (URAP). Küresel ve ulusal sıralama sistemleri, kullanılan göstergeler açısından birbirinden farklı olabilir, ancak araştırma performansı, araştırma çıktısının kalitesi, toplam alıntılar ve yayın sayısı ölçülürken ortak bir çatı altında buluşmuşlardır (Çakır vd., 2015). Bununla birlikte, eğitim kalitesi ve öğrenme-öğretme süreci açısından göstergelerin eksikliği, ölçümü yanıltabilir veya sıralama sistemlerine tek yönlü bir perspektif sunabilir (Çakır vd., 2015). Ayrıca, bu tür bir yaklaşımın araştırma performansı değerlendirmesinde kullanılması, ölçümün genellikle niceliksel bir odak taşıması ve sadece akademisyenler ve kurumlar için değil, aynı zamanda araştırma ve bilim alanında da sorunlara neden olabileceği düşünülmektedir.

Bilgi üretiminde küresel rekabet, yükseköğretim ortamlarında araştırma için yeni politikaların ortaya çıkmasına neden olmuştur (Tran vd., 2017). Üniversitelerin temel amacı, bu rekabetçi ortamda yüksek kaliteli ve akademik olarak kabul edilebilir araştırmalar yapmaktır (Besley & Peters, 2006). Küreselleşme ile üniversitelerde araştırma performansının değerlendirilmesi arasındaki ilişki karmaşık ve çeşitlidir. Küreselleşme, iletişim, ulaşım ve teknolojiadaki ilerlemelerle desteklenerek, dünya genelinde uluslar ve toplumlar arasındaki artan bağlantı ve birbirine bağımlılığı ifade etmektedir (Scholte, 2002). Öte yandan, üniversitelerde araştırma performansı değerlendirmesi, akademik kurumlarda gerçekleştirilen araştırma girişimlerinin kalitesi, etkisi ve üretkenliğinin değerlendirilmesini içerir. Ancak, küreselleşmenin üniversitelerde araştırma performansının değerlendirilmesine zorluklar getirdiğini kabul etmek önemlidir. Farklı araştırma kültürleri, ülkeler arasındaki değerlendirme kriterlerindeki farklılıklar ve dil bariyerleri gibi faktörler, küreselleşmiş bir ortamda araştırmanın değerlendirme sürecini karmaşıktırabilir (Rodionov vd., 2014).

Dahası, uluslararası sıralamalar ve rekabet üzerindeki vurgu, belirli ölçütlere dar bir odaklanmanın sonucunda araştırma kalitesinin ve toplumsal etkinin önemli yönlerini göz ardı etme potansiyeline sahip olabilir. Küreselleşme, üniversitelerde araştırma performansının değerlendirilmesine hem fırsatlar hem de zorlayıcı sonuçlar getirmiştir. Küreselleşme, işbirliğini, kaynaklara erişimi ve bilgi alışverişini mümkün kılarak araştırma performansını artırır. Ancak küreselleşmiş bir bağlamda araştırma faaliyetlerini değerlendirirken olası problemlere dikkat edilmelidir.

Erdoğan (2018), Yükseköğretim Kurulu'nun 2016'da yükseköğretimde çeşitliliği artırmak amacıyla bir misyon farklılaştırması yaptığını belirtmiştir. Bu konuda atılması gereken adımlar çok geç alınmıştır ve bu durum birçok artı ve eksiği beraberinde getirmiştir. Bilim, teknoloji ve kalkınma konusunda Türkiye'nin üstleneceği misyonun, kapasitesi ve potansiyeli, seçim kriterlerine göre performans düzeyinin neler olacağı gibi değerlendirme sürecini etkileyen karar kriterleri, halkla paylaşılmamıştır. Bu üniversitelerin belirlenmesinde üniversitelerin yaşı, kapasitesi ve potansiyeli ile bilimsel üretkenliğin dikkate alındığı, bu göstergelerin üniversitelere göre değişkenlik gösterdiği gözlemlenmiştir. Bu misyon farklılaştırması, üniversitelerin seçiminde büyük bir güvensizlik yaratırken, seçilen üniversitelerde çalışan öğretim üyeleri üzerinde yoğun bir baskı yaratmıştır (Erdoğan, 2018). Belirlenen araştırma üniversitelerinde çalışan akademisyenlerin araştırma odaklarını ve kalitesini artırma ihtiyacı, akademik kadronun araştırma gündemini değiştirmiştir (Erdoğan, 2018). Bu nedenle, bu çalışmada, yayın üzerinde yoğun bir baskı altında olan araştırma üniversiteleri hedef alınmıştır.

1.1. Çalışmanın Amacı

Son yıllarda, Yükseköğretim Kurulu (YÖK) ve yükseköğretim kurumları, akademisyenlerin kalitesini ve performansını belirlemeye yönelik yeni politikalar oluşturma çabasıdadır. Bu politikalar, akademisyenleri şekillendirir ve çalışma biçimlerini, araştırmalarını ve misyonlarını etkiler. Çalışmanın amacı, Ankara'daki araştırma üniversitelerinde çalışan akademisyenlerin araştırma performanslarına ilişkin algılarını incelemek ve bu algının cinsiyet, disiplin ve unvan gibi akademisyen özellikleri ile nasıl farklılık gösterdiğini anlamaktır.

1.2. Çalışmanın Önemi

Türkiye alanyazınında, yükseköğretim kurumlarındaki akademik personelin araştırma performansını inceleyen birçok çalışma bulunmaktadır. Ancak, sürekli değişim içinde olan araştırma üniversiteleri gibi yapıların en önemli bileşeni olan akademisyenlerin kendi araştırma performansları hakkındaki kendi değerlendirmelerini inceleyen çok sayıda çalışma bulunmamaktadır. Performans odaklı bir üniversitedeki akademisyenlerin çalışma deneyimi üzerine yapılan çalışma (Turan vd., 2019), öğretim üyelerinin öğretim performansının değerlendirme sürecinde kullanılan yöntemler (Kalaycı, 2009) ve akademisyenlerin COVID-19 dönemindeki akademik motivasyonu ve yayın performansı hakkında bir çalışma (Kart & Parlar, 2022) bulunmaktadır. Ancak, Kart ve Parlar'ın çalışması belirli ve yaygın olmayan bir döneme ait sonuçları ortaya koymaktadır. Öte yandan, Turan ve diğerlerinin çalışması bir üniversite perspektifinden sonuçları açıklamaktadır. Ayrıca, Kalaycı'nın çalışması değerlendirme sürecinde kullanılan yöntemleri açığa çıkarmaktadır. Bunun yanı sıra, Aydın (2017) araştırma performansının ölçümü ve etkileyen faktörler üzerine bir çalışma yapmıştır. Bu çalışma ise kullanılan perspektif açısından mevcut olanlardan farklılık göstermekte ve akademisyenlerin kendi araştırma performansı algısını incelemeyi amaçlamaktadır. Başka bir deyişle, araştırma performansı değerlendirmesinde baskın olan yaklaşımdan farklı olarak, bu çalışma akademisyenlerin kendi araştırma performanslarını meslektaşlarına göre nasıl algıladıkları ve hangi alanlarda sorun yaşadıklarını kendi perspektiflerinden ortaya çıkarmayı hedeflemektedir. Bunun yanı sıra, Türk literatürüne yeni eklenen SMRPQ anketi ile bu çalışma, araştırma üniversitelerinde araştırma performansına ilişkin sonuçları ortaya çıkarmayı da amaçlamaktadır. Ayrıca, sosyal bilimlerde kullanılan nicel göstergelerle yapılan performans değerlendirmelerinde baskın olan yaklaşımdan farklı olarak, bu çalışma sadece niceliksel değil, aynı zamanda akademik performansın değerlendirilmesi için nitel göstergelere de dayanmaktadır.

Bu çalışmanın kapsamı içinde, Daumiller ve diğerleri (2019) tarafından geliştirilen nicelik ve nitelik odaklı araştırma performansını ölçen bir anketin Türkçe uyarlaması yapılmıştır. Bu anketin bu alanda çalışacak kişilere rehberlik edecek iyi bir kaynak olması beklenmektedir. Ayrıca, araştırma üniversitelerinde akademik personelin

araştırma performansını belgelemenin ötesinde, bu çalışma aynı zamanda akademisyenlerin araştırma performansı algılarının cinsiyet, medeni durum, çocuk sahibi olması veya olmaması, akademik unvanı, çalıştığı alan, uluslararası ağa sahip olması veya olmaması, yabancı veya yerel doktora sahip olması, idari görevi olması veya olmaması açısından nasıl değiştiğini incelemektedir. Bu, kullanılan değerlendirme yaklaşımlarının genellikle daha yüksek sıralamalı ve bilimle ilgili alanlarda çalışan erkek akademisyenleri desteklediği tartışmalı alanlardır (REF, 2012). Bu nedenle, araştırma üniversiteleri, bu çalışmanın bulgularından yararlanarak daha yüksek araştırma performansı ve iş memnuniyeti için ilgili politikaları oluşturabilir veya düzenleyebilir ve akademisyenlerin kurumun vizyonu ve misyonu ile uyum içinde kalmalarına destek olabilir.

2.YÖNTEM

2.1. Çalışmanın Deseni

Bu çalışma kesitsel bir anket araştırmasıdır. Anket çalışmalarında en popüler veri toplama yöntemleri e-posta yoluyla, telefonla ve yüz yüze uygulama yapmaktır (Scheuren, 2004). Bu çalışmada, yüz yüze ve e-posta uygulama yöntemleri seçilmiştir. Yüz yüze yöntemin ilk tercih edilmesinin nedeni, yanıt oranını artırmak ve katılımcıların anket öğeleri hakkında veri toplama sürecinde olası soruları için hazır bulunmaktır (Frankel vd, 2012).

2.2. Araştırma Soruları

Çalışmaya rehberlik eden araştırma sorular şunlardır:

- Akademisyenlerin kendi araştırma performanslarına ilişkin algısı nedir?
 - Akademisyenlerin araştırma performans algısı, çocuk sahibi olup olmamak, akademik unvan, alanı, uluslararası ağa dahil olup olmamak, yabancı veya yerel doktora sahip olma durumu ve idari görevde bulunup bulunmama durumlarına göre nasıl farklılık gösterir?

- Cinsiyet ve medeni durumun akademisyenlerin araştırma performans algıları üzerinde etkileşimi var mıdır?
- Doktor öğretim üyesi, doçent ve profesör unvanlarına sahip akademisyenlerin araştırma performans algıları arasında bir fark var mıdır?
- Akademisyenlerin araştırma performansı algısı ile demografik değişkenler arasında (yaş, son unvan yılı, haftalık ders yükü, doktor öğretim üyesi olduktan önceki akademik deneyim, doktor öğretim üyesi olduktan sonraki akademik deneyim, doktora sonra geçen yıl, ulusal proje numarası ve uluslararası proje sayısı) bir ilişki var mıdır?

2.3. Örneklem

YÖK'e (2021) göre, Ankara'da 24 üniversite bulunmaktadır. Bunlardan 10'u devlet üniversitesi iken, 14'ü vakıf üniversitesidir. Ayrıca, YÖK tarafından beş üniversite araştırma üniversitesi olarak belirlenmiştir, bunlardan biri vakıf üniversitesidir. Bu çalışmada, Ankara'da bulunan devlet araştırma üniversiteleri erişilebilir evren olarak tanımlanmıştır. Bu çalışmada yer alan araştırma üniversiteleri Ankara Üniversitesi, Gazi Üniversitesi, Hacettepe Üniversitesi ve Orta Doğu Teknik Üniversitesi'dir. Ankara'daki beşinci araştırma üniversitesi İhsan Doğramacı Vakfı Bilkent Üniversitesi'dir; ancak, Bilkent Üniversitesi, vakıf üniversitelerinin farklı bir idari yapı ve kültüre sahip olmasının yanı sıra genellikle araştırmaya odaklanmış kamu üniversitelerinden daha zengin kaynaklara sahip olması nedeniyle örnekleme dahil edilmemiştir. Bu çalışma kapsamında 100 akademisyenden veri toplanmıştır. Bu akademisyenlerin 65'i erkek iken, 35'i kadındır. Ayrıca, katılımcıların 78'i evli, 22'si bekardır. Yaş ortalamaları 47.90'dır. Ek olarak, 29 tanesi doktor öğretim üyesi, 22 tanesi doçent ve 49 tanesi profesördür.

2.4. Veri Toplama Araçları

Bu çalışmada Kısa Multidisipliner Araştırma Performansı Anketi ve bu ankete ek olarak diğer performans ve etki göstergeleri veri toplama aracı olarak kullanılmıştır.

2.4.1. Kısa Multidisipliner Araştırma Performansı Anketi

Akademisyenlerin araştırma performansı algılarını ölçmek için, Daumiller ve diğerleri (2019) "Kısa Multidisipliner Araştırma Performansı Anketi (SMRPQ)" adlı anketi geliştirmiştir. Anket, bir boyut altında 11 madde içermekte olup, katılımcılardan, algıladıkları araştırma performansını seçilen referans grubuna göre yüzde olarak değerlendirmelerini istemektedir. Özellikle değerlendirmede, katılımcılardan, son beş yıl içinde gösterdikleri performansa dayanarak kendi alanlarında ve aynı unvana sahip akademisyenlerle kendilerini karşılaştırmaları ve bu karşılaştırmada diğerleri ile kıyaslandığında kendi performanslarını ne kadar daha iyi bulduklarını yüzde olarak belirtmeleri beklenmektedir. Anketteki iki örnek soru şöyledir: "Son 5 yıl içinde, aynı statü ve disiplindeki meslektaşlarımdan %__daha fazla yayın yaptım" ve "Son yıllarda, aynı statü ve disiplindeki meslektaşlarıma göre %__daha yüksek kalitede yayınlar yaptım." SMRPQ'nun geçerliliği için, Daumiller ve diğerleri (2019), katılımcıların araştırma performansına yönelik belirli etkileşim/kalite, kolaylaştırma, transfer/değişim ve itibarın belirli yönlerine odaklanan kuramsal arka plana dayalı olarak belirlenmiş olan nicel ve nitel göstergeler üzerindeki düşüncelerini toplamıştır.

Bu çalışma kapsamında, bu anketin Türkçe adaptasyonu araştırmacı tarafından gerçekleştirilmiştir. İlk olarak, orijinal anket, dört farklı kişi tarafından Türkçe'ye çevrilmiştir. Çeviriler tamamlandıktan sonra, orijinal soruları temsil eden en iyi maddeler, alternatifler arasından seçilmiş ve sonra, her bir maddenin orijinal anlamını taşıdığından emin olmak için geri çeviri yapılmıştır. Ardından, çevrilen anket üzerinde uzman görüşleri alınmıştır. Uzman görüşleri, alanında uzman iki akademisyen tarafından verilmiştir. Uzmanlar, anketin araştırma performansını ölçme amacına ve organizasyonunun uygunluğuna dair yorumlarda bulundukları gibi içeriği genişletmek için ankete dahil edilecek ek maddeler konusunda önerilerde bulunmuşlardır. Alınan geri bildirimlere dayanarak gerekli düzenlemeler yapılmış ve bu aşamada anket, alanında deneyimli üç akademisyen üzerinde test edilip katılımcılardan anketin içerik, format, madde netliği/belirsizliği ve anketin doldurulma bağlamına uygunluğu açısından gözlemledikleri herhangi bir problem

hakkında yorum yapmaları beklenmiştir. Bu sürecin ardından gerekli düzenlemeler yapılarak anket son haline getirilmiştir.

2.4.2. Diğer Performans ve Etki Göstergeleri

SMRPQ'nun adaptasyonu ve literatür temelinde alınan uzman görüşlerine dayanarak, araştırmacı tarafından 16 ek anket maddesi oluşturulmuştur. Bu maddeler, akademisyenlerin etki algılarını ölçmeyi amaçladığı gibi araştırmalarını etkileyen bireysel, kurumsal ve makro düzeydeki faktörleri de ortaya koymayı hedeflemiştir. Bu anket maddelerinden 9'u kapalı uçlu olup ölçümde güçlü bir şekilde katılmıyorum (1) ile güçlü bir şekilde katılıyorum (5) arasında değişen beş puanlı Likert ölçeği kullanılmış ve geri kalanı katılımcıların algılarına daha derinlemesine bir bakış elde etmek için açık uçlu olarak tasarlanmıştır. Bu sorulardan iki örnek madde ise şunlardır: "Araştırmalarımın diğer araştırmacıları etkilediğine inanıyorum" ve "Bireysel/kurumsal/sistemik/ulusal olarak araştırma performansınıza olumlu etkisi olduğuna inandığınız faktörler nelerdir?"

2.5. Veri Toplama Süreci

Çalışma kapsamında kullanılan veri anketler aracılığıyla toplanmıştır. Veri toplama işlemine başlamadan önce, Orta Doğu Teknik Üniversitesi İnsan Konuları Etik Kurulu'ndan izin alınmıştır (Ek A). Orta Doğu Teknik Üniversitesi'nden izin alındıktan sonra, diğer iki araştırma üniversitesinin (Gazi ve Hacettepe Üniversiteleri) Etik Kurullarına başvuruda bulunulmuş ve izinler alınmıştır (Ek B ve C), Ankara Üniversitesi ise Orta Doğu Teknik Üniversitesi'nden alınan etik izinle veri toplamaya izin vermiştir.

Araştırmacı, seçilen tüm araştırma üniversitelerini ziyaret ederek akademisyenlerle yüz yüze görüşme yöntemiyle veri toplama sürecine başlamıştır. İlk olarak, akademisyenlere çalışma hakkında sözlü bilgi verilmiş, ardından gönüllü olanlar tarafından onay formları imzalanmıştır (Ek D). Katılımcıların gizliliği ve anonimliği sağlanmış ve katılımcılar herhangi bir zamanda çalışmadan çekilme hakları konusunda bilgilendirilmiştir. Katılımcıların isimleri veya kimlik belirleyici bilgileri

ölçüm aracında sorulmamıştır. Akademisyenlerin ofisleri her bir ziyaret arasında 2 haftalık bir arayla iki kez ziyaret edilmiştir. Bu ziyaretler sırasında ofislerinde bulunmayan akademisyenlere, Google Forms üzerinde oluşturulan çevrimiçi ankete yönlendiren bir e-posta gönderilmiştir. Beş gün içinde yanıt alınmadığı durumda bir hatırlatma e-postası gönderilmiş ve bu şekilde, yanıt oranlarını artırmak için Dillman'ın (2000) önerdiği gibi çoklu temas yapılmıştır. Veri Şubat-Haziran 2023 tarihleri arasında toplanmıştır.

2.6. Veri Analizi

Veriler hem betimsel hem de çıkarımsal istatistikler kullanılarak SPSS 26 aracılığıyla analiz edilmiştir. Katılımcıların demografik özelliklerini sunmak ve anket maddelerine verdikleri yanıtları raporlamak için frekanslar, ortalamalar ve standart sapmaların kullanılmıştır. SPSS 26 ile uyarlanmış anketin geçerlilik ve güvenilirlik kanıtlarını sağlamak amacıyla Açıklayıcı Faktör Analizi (AFA) ve güvenilirlik analizi gerçekleştirilmiştir. Akademisyenlerin algılanan araştırma performansının demografik değişkenlerle nasıl değiştiğini anlamak için bir dizi t-testi ve tek yönlü ve çift yönlü ANOVA yapılmıştır. Ayrıca, algılanan araştırma performansının, son unvanın ardından geçen yıl, haftalık ders yükü, doktor öğretim üyesi olduktan önce ve sonraki akademik deneyim, doktora sonra geçen yıl ve ulusal ve uluslararası proje sayıları ile nasıl bir ilişkisi olduğunu anlamak için korelasyonlar hesaplandı.

3. BULGULAR

Bu anket kapsamında, katılımcılardan, 11 araştırma performansı göstergesi üzerinden kendi araştırma performanslarını değerlendirmeleri istenmiştir. Bu değerlendirmede katılımcılardan kendileri ile aynı unvana sahip ve aynı disiplinde çalışan meslektaşlarıyla karşılaştırarak kendilerini seçilen referans grubundan ne kadar daha iyi değerlendirdiklerini yüzdelik olarak belirtmeleri istenmiştir.

Betimsel istatistik sonuçları, tüm katılımcıların, finansmana odaklanan tek gösterge dışında, tüm göstergelerde kendilerini meslektaşlarından %50'den daha iyi değerlendirdiğini göstermiştir. Diğer yandan, 6. soruda olan düşük değerlendirmeler,

bu maddeye en düşük yanıt oranının alınmış olmasıyla ilişkilendirilebilir ($n = 77$, yanıt oranı = 77%, $M = 41.88$). Ortalamaları %60'ın üzerinde olan maddeler arasında (2, 3, 5, 7 ve 8. maddeler), akademisyenler performanslarını daha iyi değerlendirdiler. Bu nedenle, katılımcılar, daha yüksek kalitede yayınlar üretme ($n = 94$, $M = 61.60$, $SD = 20.94$), daha orijinal ve yenilikçi çalışmalar sunma ($n = 93$, $M = 62.49$, $SD = 20.73$), daha zengin bilgi birikimi elde etme ($n = 92$, $M = 64.51$, $SD = 21.97$) ve daha fazla bilimsel paylaşımda bulunma ($n = 91$, $M = 61.98$, $SD = 22.48$) konularında kendilerini meslektaşlarının %60'ından daha iyi değerlendirdiler. Tüm göstergeler arasında, en yüksek yüzde, yeni şeylere açıklık performans göstergesine verildi ($n = 93$, $M = 69.14$, $SD = 20.94$). Geri kalan maddeler için yüzdelikler %50 ile %60 arasında değişmektedir. Betimsel istatistik sonuçları, daha yüksek araştırma performansının kalite üzerine odaklanan maddelerle ilişkilendirildiğini, sayısal odaklı maddelere (örneğin, daha fazla üçüncü taraf finansmanı topladım) ise nispeten daha düşük yüzdelere verildiğini göstermektedir. Genel olarak, ortalama araştırma performansı ise %58.87 olarak hesaplanmıştır ($SD = 18.79$).

Araştırma performansının yaş, son unvan süresi, haftalık ders yükü, doktor öğretim üyesi olmadan önceki akademik deneyim, doktor öğretim üyesi olduktan sonraki akademik deneyim, doktora sonra geçen yıl, ulusal proje sayısı ve uluslararası proje sayısı ile ilişkilerine bakıldığında ise yalnızca araştırma performansı ile doktora sonra geçen yıl arasında zayıf ve pozitif bir korelasyon bulunmuştur ($r = .253$, $n = 73$, $p < .05$). Ancak yaş, son unvan süresi, haftalık ders yükü, önce ve sonra akademik deneyim, ulusal ve uluslararası proje sayıları akademisyenlerin araştırma performansı ile anlamlı bir şekilde ilişkili olmadığı görüldü.

İki yönlü ANOVA sonuçları ise cinsiyet ve medeni durum arasında anlamlı bir etkileşim olduğunu gösterdiği için ($F(1, 88) = 8.26$, $p = .005$) ana etkiler yorumlanmamıştır. Bu bulgu, evli veya bekar olan erkekler ve kadın akademisyenlerin farklı araştırma performansları sergilediğini göstermiştir. Diğer bir deyişle, bu bulgu, araştırma performansının evli olmayan erkek akademisyenler ve evli olan kadın akademisyenler için yüksek olduğunu ifade etmektedir.

Bu sonuçların yanı sıra, destek amaçlı soruların açık uçlu sorulara katılımcıların verdiği yanıtlar, akademisyenlerin meslektaşları üzerinde yüksek bir etki gözlemlediğini ve bunu alıntılar ve geri bildirimler aracılığıyla algıladıklarını ortaya koymuştur. Ayrıca, katılımcılar genellikle araştırma yaparken çaba gösteren, işbirlikçi ve yetenekli araştırmacılarla işbirliği yapmayı tercih ettiklerini belirtmişlerdir. Bunun yanı sıra, katılımcılar, güncel ve yeni konuları takip etmenin eğitim faaliyetlerini yakından etkilediğini ve araştırmalarının içeriğine katkıda bulunduğunu ifade etmiştir. Ayrıca, işlerine duydukları sevgi ve motivasyonunun üretkenliklerini olumlu bir şekilde etkilediğini, ekonomik ve akademik konuların yanı sıra iş yükünün de üretkenliklerini olumsuz etkilediğini belirtmişlerdir. Bu çalışmada, araştırma performansını inceleyen destekleyici sorulardan biri, içsel ve dışsal motivasyona odaklanmıştır. Akademisyenler, içsel motivasyonlarının öğrenme isteği ve yaratma zevkinden kaynaklandığını, dışsal motivasyonun ise terfi kriterleri ve tanınma tarafından etkilendiğini tartışmıştır. Son olarak, toplum hizmeti faaliyetlerini etkileyen faktörleri tartışırken, akademisyenler topluma bilim hakkında bilgi vermenin ve yeni yetenekli bir nesil yetiştirmenin önemine değinmişlerdir.

4. TARTIŞMA

SMRPQ öğelerinin betimsel analizi, katılımcıların farklı araştırma performansı göstergelerine yönelik çeşitli değerlendirmelerde bulunduğunu, ancak hepsinin bir istisna dışında yüksek olduğunu göstermiştir. Örneğin, "Yeniliklere daha açık oldum", "Daha zengin mesleki bilgiye sahiptim" ve "Daha yenilikçi ve orijinal araştırmalar yaptım" soruları için hesaplanan ortalamalar yüksek olmasına rağmen "Daha fazla yayın yaptım" ve "Daha fazla mesleki faaliyeti takip ettim" gibi sorular için ortalamalar daha düşük hesaplanmıştır. En düşük ortalamaya sahip soru ise katılımcıların sağladıkları finansmana odaklanan soru olmuştur. Genel olarak, akademisyenlerin nicelik odaklı sorulara daha düşük yüzdeler verdiği veya kendilerini diğer sorulara kıyasla daha düşük değerlendirdikleri görülmektedir. Bu nedenle, genellikle kalite odaklı sorulara verilen yüzdelerin daha yüksek olduğu söylenebilir. Buradan, akademisyenlerin performanslarını nicelik yerine nitelik açısından daha yüksek değerlendirdikleri sonucu çıkarılabilir.

Araştırma performansını etkileyen faktörleri incelemek için ise katılımcılara iki açık uçlu soru sorulmuştur. Akademisyenler, performanslarını olumlu yönde etkileyen bireysel, kurumsal, sistemsal ve ulusal faktörlerle ilgili çalışma ortamı, nitelikler ve başarılı öğrencilere vurgu yaparken çalışma ortamının rahatlığı ve sağladığı imkanlar, çalıştıkları kişiler ve öğrettikleri öğrencilerin başarısı gibi faktörlerin araştırma performanslarını olumlu yönde etkilediğini raporlamıştır. Ayrıca, bireysel düzeyde niteliklerinin olumlu etkisinden ve çalıştıkları alandaki başarıları, yetkinlikleri ve sürekli gelişimlerinin öneminden bahsetmişlerdir. Katılımcılar performanslarını olumsuz etkileyen faktörler konusunda ise sınırlı kaynaklar, maddi destek eksikliği, politik ve ekonomik durumlar ve iş yükü/ders yükü gibi değişkenlere vurgu yapmıştır. Kurumsal düzeyde de kaynak sıkıntısı, tüm kaynaklara çevrimiçi erişememe, kurumlarının yetersiz anlaşmaları ve yüksek ders saatleri dayatması gibi konular tartışılmıştır.

İki yönlü ANOVA'nın sonuçları ise cinsiyet ve medeni durumun araştırma performansı üzerinde anlamlı bir etkileşim etkisi olduğunu göstermiştir. Daha spesifik olmak gerekirse, erkek akademisyenlerin araştırma performanslarını evli olmadıklarında, kadın akademisyenlerin ise evli olduklarında yüksek algıladıkları ortaya konmuştur. Bu bulgu, literatürdeki bazı çalışmalarla benzerlik gösterirken, diğerleriyle çelişmektedir. Örneğin, bu çalışmanın sonucu, erkek akademisyenlerin bekar olduklarında daha iyi performans gösterdiğini göstermektedir. Ancak literatürde, Fox (2005), Toutkoushian ve Bellas (1999) ve Sax vd. (2002) gibi çalışmalar, erkek akademisyenlerin evli olduklarında daha yüksek performans sergilediğini belirtmiştir. Kadınlar için bu çalışmada, evli olduklarında performans algısında bir artış ortaya çıkmıştır. Literatürde, evli kadınların yüksek performansı düşüncesine karşı (Fox, 2005) kadınların evlilikleri ile performansları arasında bir ilişki olmadığını öne süren bir çalışma da bulunmaktadır (Sax vd., 2002). Bu nedenle, cinsiyet ve medeni durumun araştırma performansı üzerinde etkisi vardır. Erkek akademisyenlerin evlilik sorumluluklarından ve beklentilerinden sıyrılarak daha fazla üretim yapma ve daha iyi performans sergileme olanağı bulacakları şeklinde yorumlanabilir, ki bu durum kadın akademisyenler için ters bir durumu göstermektedir.

Ayrıca, bu çalışmanın sonuçları, araştırma performansı ile doktora sonrası geçen süre arasında pozitif bir ilişki olduğunu göstermiştir. Bu süre ne kadar uzun olursa, akademisyenlerin araştırma performansının o kadar yüksek olma eğiliminde olduğu görülmüştür. Bu bulgu, dereceden sonraki sürenin, araştırma, yayınlar ve projelerle ilgili deneyim kazanma, yeni bir ağ oluşturma veya mevcut ağ genişletme fırsatı ve yeni bilgi, yöntem ve bakış açılarına daha fazla maruz kalma süresi olarak değerlendirilebileceği düşünüldüğünde şaşırtıcı değildir. Bu ilişki, doktora sonrası sürenin deneyimi artırma üzerine harcanması durumunda literatürle uyumludur. Örneğin, Van den Besselaar ve Sandström (2016), doktora derecesini alma yılının bir performans faktörü olabileceğini belirtmiştir.

Bu bulguların aksine, mevcut araştırmada, akademisyenlerin araştırma performansı algıları ile yaş, mevcut unvan yılı, haftalık ders yükü, doktor öğretim üyesi unvanını elde etmeden önce ve sonra deneyim, ulusal ve uluslararası proje sayıları arasında anlamlı ilişkiler ortaya çıkmamıştır. Benzer şekilde, akademisyenlerin araştırma performansı algıları, unvan, idari görev, doktora derecesi alınan üniversitenin türü, uluslararası bir ağa sahip olma, çalışma alanı ve çocuk sahibi olma gibi değişkenler için anlamlı şekilde farklılık göstermemiştir. Çalışmanın araştırma performansı, iş yükünü ve deneyimi temsil eden çeşitli değişkenler arasındaki manidar olmayan ilişkiler, katılımcıların sadece üretkenliklerinin yüksek olması beklenen araştırma üniversitelerinden seçildiği ve zaten liyakata dayalı değerlendirmeye tabi tutulduğu bir örneklemin doğasından kaynaklanabilir. Benzer şekilde, bu çalışmaya katılan gönüllüler, daha üretken olan akademisyenler olabilir.

Bu çalışmanın bulguları, genellikle mevcut literatürle çelişmiş ve araştırma performansı algılarının akademisyenlerin demografik özellikleri ve çalışma koşulları tarafından belirlenmediğini ortaya koymuştur. Ancak, çocuklu veya çocuksuz akademisyenlerin araştırma performansı algıları arasındaki manidar olmayan fark, bulgulardaki tutarsızlıklar nedeniyle literatürle kısmen uyumludur. Örneğin, Fox (2005), okul öncesi çocukları olan kadın ve erkek akademisyenlerin araştırma performansını artırdığını belirtmiştir. Ancak, diğer bulgular için önceki araştırmalarla çelişkili sonuçlara varılmıştır. Örneğin, literatür, performans üzerinde belirli bir derecede yaş etkisi olduğunu, yaşın deneyimle dolaylı olarak artışa ve nihayetinde

daha fazla tanınmaya yol açtığını göstermiştir. Lehman (1953), araştırmacıların en üretken olduğu yaş aralığının 30'ların sonlarından 40'ların başlarına kadar olduğunu, ardından üretkenliklerinin azaldığını belirtmiştir.

4.1. Çıkarımlar

Üniversiteler kaliteli eğitim sağlamayı amaçlar. Kaliteli eğitimi sunmada temel rol, nitelikli akademisyenlerdedir. Bu bağlamda, akademisyenlerin yüksek bir araştırma performansına ve kaliteli yayınlar üretebilme yeteneğine sahip olmaları önemlidir. Araştırma performansını arttırabilmek adına, akademisyenlere uygun bir ortam sağlamak ve çalışmalarını kolaylaştırmak önemli olabilir. Kurumsal düzeyde başarılı öğrenciler, akademisyenler için motivasyon kaynağı olarak ortaya çıkmış ve performansı arttırmıştır. Ayrıca akademisyenlerin niteliklerinin de performanslarını arttıran bireysel bir faktör olduğu ortaya konmuştur. Bu temelde, üniversiteler kişisel ve profesyonel gelişim fırsatlarını arttırarak performansın artmasına destek olabilirler.

Ek olarak, performansı olumsuz etkileyen faktörlerle ilgili olarak, kurumsal düzeyde en sık sınırlı kaynaklar, sistem düzeyinde ise finansal destek eksikliği vurgulanmıştır. Bu sonuçlara dayanarak, performansı artırmayı amaçlayan kurumlar, kaynakları ve yüksek kaliteli araştırmalar için fırsatları arttırmak amacıyla olanaklar sunmak üzerine odaklanabilirler. Ayrıca, araştırma hibeleri başvuruları için gerekli ve daha güçlü yardımı sağlamak için hibe sağlayan kurumlarla daha sık etkileşim ve bilgi alışverişi sağlayan etkinlikler düzenlenebilir. Kurumsal düzeyde ise akademisyenlerin fazla iş yükü ve ders yükünün performanslarını olumsuz etkilediği belirtilmiştir. Bu temelde, kurumlar, akademisyenlere adil bir iş yükü vererek ve daha fazla araştırma için alan sağlayarak performansı artırabilirler.

Akademisyenlerin yüksek performans algılarına rağmen, bu çalışma, yayınlarının kapsamı ve kısıtlamalarının potansiyellerini sınırlayabileceğini ortaya koymaktadır. Bu nedenle, onları sınırlı hissettirecek ve performansta düşüşe neden olabilecek bir politika yerine, akademik özgürlüğü arttırmaya yönelik yeni bir değerlendirme sistemi oluşturulabilir. Bu sistemde, geniş bir yayın yelpazesi ve akademisyenlerin

diğer etkinlikleri değerdendirilebilirken içsel motivasyonlarını artırmak üzere merakları geliştirilebilir.

Akademisyenlerin, kendi araştırma konularını özgürce seçebilmeleri ve kendi alanlarında içerik oluşturabilmeleri kritiktir. Bu özgürlük, akademisyenlerin performansını artıracak ve dolayısıyla üniversitelerin hedeflediğı başarıyı sergileyecek bir ortam yaratmak için gereklidir. Akademisyenlerin araştırmalarını herhangi bir baskı hissetmeden, zorlanmadan ve yeterli motivasyonla sürdürebilecekleri bir ortam oluşturmak önemlidir.

Üniversitelerin üç ana odağı olmasına rağmen, odak genellikle araştırmaya yöneliktir. Türkiye'de araştırmaya odaklanma ve araştırma performansını ölçme konusunda uluslararası dergilerde yayınlanma kriterlerine bağı kalma, İngilizce yayın yapma gerekliliğı ve Web of Science vurgusunun devam etmesi, araştırma performansının artmasını engelleyebilir.

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